

ANALYSIS OF OPINIONS AND ATTITUDES ABOUT "UNIT TEACHING"
METHODOLOGY EXPRESSED BY SELECTED TEACHERS IN
ELEMENTARY, PUBLIC, PRIVATE, AND
PAROCHIAL SCHOOLS

A THESIS

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DEDICATION

To my family for
their patience, inspiration
and understanding

B. F. T.

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CHAPTER I

INTRODUCTION

Rationale.--Almost everyone is in agreement that the curriculum ceases to be functional in the lives of boys and girls, if it is not centered upon life situations and if it does not foster for them the understanding and competence needed in a highly technological, specialized, and interdependent world characterized by rapid and often cataclysmic change. A curriculum designed to meet the needs of children today must of necessity be very different from that offered in the schools many years ago; for the world today is a different world, posing different problems and requiring different skills and knowledges. What are the characteristics of our society which have curriculum implications? What knowledges and competences must children possess in order to live in today's world? What changes in society necessitate curriculum revision? Should the schools merely transmit the culture or should they help boys and girls accept and direct change so that a better world may be developed? These are the questions teachers and curriculum consultants must answer as they plan units of work for boys and girls, if the units are to be functional and meaningful to children.¹

¹Lavonne A. Hanna, Gladys L. Potter, and Neva Hogannon, Teaching in the Elementary School (New York: Holt, Rhinehart and Winston, 1963), p. 3.

Units of work form the heart or core of the modern elementary school program. Units cannot be wisely chosen or organized into a scope and sequence pattern nor can the learning experiences which make up the units of work be determined without a thorough consideration of (1) the needs and problems of contemporary society; (2) the growth characteristics of children; (3) the nature of the learning process and the research on how learning takes place; and (4) the values inherent in a democratic culture.

Through the development of units of work, projects, and other purposeful experiences, children are encouraged to see various undertakings through from beginning to end. Conditions are provided which stimulate the wholehearted concentration of attention and effort in the pursuit of goals which have been accepted as challenging and worthwhile by the group.

Pupils and teachers are approaching their work with the thoughtful and scientific attitudes. They are exemplifying the spirit of research; the open-minded and tolerant, yet critical and persistent, search for truth.¹

Procedures like styles come and go. It costs money to dress in style, but we save money, time and energy when we use the best educational procedures. Procedures have undergone a long process of development. Many past methods were based on improved hypotheses. Some teachers have always been too ready to change to something new, unique or

¹John A. Hockett and E. W. Jacobsen, Modern Practices in the Elementary School (Atlanta: Ginn and Co., 1944), p. 14.

interesting; others have feared change and attempted to stem the tide by holding tenaciously to methods which they had learned during student days.¹

In recognizing the inadequacies of prevailing classroom practices, various leaders of educational thought have formulated plans for the organizing and teaching of learning units which are more comprehensive in scope than those utilized in the daily recitation. Some of the early unit-plans attracted considerable attention, and a few won fairly wide acceptance. They failed to become the predominant classroom practice because of the prevailing stimulus response concept of learning, with its emphasis upon the master of isolated bits of knowledge rather than upon the total patterns of learning.

In this connection, Mehl, Mills and Douglass pointed out:

The concepts of Gestalt Psychology which served to bring about refinements in the unit method of teaching were (1) that the total learning situation is determined not merely by the sum of elements which comprise it, but rather by the relationships which exist among the different parts; (2) that the parts of a learning situation have meaning only in terms of their relations to each other and to the whole; and (3) that the unifying factor in organizing the elements of a learning situation is the purpose of the learner.²

As a consequence of the acceptance of the Gestalt concept of the nature of learning, the unit idea grew in favor as a guide in the organization of curricular materials, even though methods of teaching were not greatly different from those used in textbook teaching.

¹Faye Adams, Educating America's Children (New York: McGraw-Hill Co., 1957), p. 129.

²Marie A. Mehl et al. Teaching in the Elementary School (New York: The Ronald Press Co., 1965), p. 433.

Another factor which contributed to acceptance of the unit method of teaching was the growing recognition of the need for more adequate provisions for individual differences. The failure of various administrative plans; such as ability-grouping to provide satisfactory means for individualizing instruction caused many leaders of educational thought to consider the classroom teacher as the proper person to meet the needs of individual pupils. As a result, supervised study, differentiated assignments, enriched curriculum, and the unit method became the vogue. One of the main arguments advanced for use of the unit method of teaching was its value in providing for individual differences. The possibilities of the unit in this respect have too seldom been realized. The opportunity for different pupils to work on different aspects of a unit presents an excellent method of providing for their individual abilities, interests, and needs. More significant, however, is the demonstrated value of individual projects in making adequate provisions for individual differences.

The instructional unit emphasizes the total pattern of learning rather than isolated bits of knowledge presented in a series of daily assign-study-recite topics. In addition to being comprehensive in scope, the learning materials and activities of a unit must be organized in such a manner as to possess unity or wholeness. This essential unity may be achieved by a logical arrangement of subject matter either around a significant topic, theme, or generalization or around the learner's interest, a recognized need or a significant social problem.

Evolution of the problem.--The writer was stimulated to conduct this study after participating in the class: Survey of Trends in Elementary Schools, under Dr. Alfred D. Wiley during the summer session of 1960.

The writer feels that too little emphasis has been placed upon unit teaching as a technique for acquainting children in a vital manner with the experiences and subject matter needed to understand important concepts and processes of living.

Contribution to educational knowledge.--It is felt that the results of this research will stimulate teachers to practice and use a method of instruction that will help to provide children with first-hand experiences that are related to living and learning.

Statement of the problem.--The major problem involved in this study was to analyze the opinions about and/or attitudes toward unit-teaching procedures which are held by a selected group of elementary school teachers in public, private, and parochial schools in the Metropolitan Atlanta area.

Limitation of the study.--The major limitation of this study was the extent of the authenticity and accuracy of the opinions expressed by the respondents to the items on the opinionnaire used to collect the data.

Purpose of the study.--The major purpose of this study was to determine the nature and extent of the opinions about and/or attitudes toward unit-teaching procedures which are held by public, private and parochial elementary school teachers in the Metropolitan Atlanta area.

More specifically, the purpose of this study was to ascertain the opinions of elementary school teachers on the following aspects of unit-teaching.

1. The nature of unit-teaching at the elementary school level.
2. The types of unit and unit-teaching procedures to be used at the elementary school level.

3. The difference between content-units and teaching-units at the elementary school level.
4. The difference in the type of units to be used in the respective subject-matter areas.
5. The daily time-block required for effective use of unit teaching methodologies.
6. The topical time-block required for effective use of unit teaching methodologies.
7. The differentiation in unit content which is required to provide for individual differences in pupil ability and pupil-centered interest.
8. The philosophy inherent in unit teaching.
9. The objectives to be sought in the use of unit teaching methodologies.
10. The methods of determining pupil achievement and/or development in unit teaching situations.
11. The implications, if any, for improved teacher effectiveness and pupil learning as may be derived from the data.

Definition of terms.--For the purpose of this study, the terms characterized below carried the meaning as ascribed to them:

1. Attitudes--Experienced qualities known as feeling tones which are individual and personal, related to and affects the way a person thinks or behaves in any situation¹
2. Opinion--A belief, judgment, idea, impression, sentiment, or notion that has not been conclusively proved and lacks the weight or carefully reasoned judgment or certainty of conviction.²
3. Parochial--Strictly, a school supported by a parish and serving the children of the parishioners, a school conducted by some church or religious group, usually without tax support.³

¹Lester D. Crow, and Alice Crow, Human Development and Learning (New York: American Book Co., 1956), p. 80.

²Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1959), p. 385.

³Ibid., p. 431.

4. Public school--A school, usually of elementary or secondary grades, organized under a school district of the state, supported by tax revenues, administered by public officials, and open to all.¹
5. Private school--A school that does not have public support, and one that is not controlled by public officials.²
6. Unit teaching--The plan developed with respect to and individual classroom, by an individual teacher to guide the instruction of a unit of work to be carried out by a particular class or group of learners.³

Locale and period of the study.---The locale of this study was selected public, private, and parochial elementary schools and their teachers in the Metropolitan Atlanta area, during the school year, 1965-1966.

Specifically, the school centers used in the study were: (a) - William J. Scott (Atlanta Public School); (b) Robert Shaw (Avondale Estates, Public, Dekalb County); (c) Haugabrooks Academy (Atlanta Private School); and (d) Our Lady of Lourdes (Atlanta Parochial School).

Method of research.---The Descriptive-Survey Method of research, employing the specific techniques of the opinionnaire, and interviews, was used to collect the data.

Subjects.---The subjects used in this study were a selected group of elementary teachers employed in the Scott elementary School, Shaw Elementary School, Haugabrooks Academy, and Our Lady of Lourdes School during the school year 1964-1965.

Description of the instruments.---The description of the instruments used in this study follows below.

¹Ibid., p. 431.

²Ibid., p. 385.

³Good, op. cit., p. 587.

1. Opinionnaire. A specifically designed opinionnaire was constructed under the direction of Dr. L. E. Boyd and Dr. L. D. Graves for the purpose of obtaining the opinions and attitudes of teachers toward unit teaching procedures and practices in elementary schools. The major categories of its content were organized under the headings listed below:

- (a) The nature and purpose of unit teaching
- (b) Principles pertaining to the unit
- (c) Characterizations of unit teaching methodology
- (d) Unit paralleled to program, process and activities
- (e) Daily timeblock in unit teaching
- (f) Pupil achievement in unit teaching
- (g) Objectives of unit teaching
- (h) Philosophy of unit teaching
- (i) Functions of unit teaching

2. Interviews. A specifically designed interview schedule designed to secure data to substantiate and supplement the questionnaire data on such factors as:

- (a) What procedures and practices were being used in their school?
- (b) How were these procedures and practices being carried out?
- (c) The benefits or advantages derived from unit teaching practices as used in the schools.

Procedural steps.---The conduct of this study used the following procedural steps:

1. A survey of the related literature was made and a report of it incorporated in the thesis copy.
2. Permission to conduct the study was secured from the proper school officials.
3. The questionnaire on opinions and attitudes towards unit teaching, which was the basic means of collecting data, was designed and validated under the supervision of staff members of the School of Education, Atlanta University.
4. The data derived from the usable returned questionnaires were assembled into appropriate tables as dictated by the purpose of the study. In turn, the tabular data were statistically treated with reference to the frequency and percentage of the responses to the respective questionnaire items.

5. The findings, conclusions, implications, and recommendations derived from the analysis and interpretation of the data were formulated and written up for inclusion in the finished thesis copy.

Survey of related literature.--The survey of related literature pertinent to the problems of "Unit Instruction" as posed by this research was organized and presented under the following captions:

1. Definitions of the unit.
2. Philosophy of unit teaching.
3. Objectives for unit teaching.
4. The unit technique.
5. Historical development of the unit teaching concept.
6. Methodologies in unit teaching.
7. Types and characteristics of unit teaching.

Definitions of the unit--The unit procedure, properly planned and executed, is practical, integrated, and motivating, and has become in one form or another almost universal in the United States. Whipple analyzed 110 courses in varying types of communities, urban and rural, and found the teaching unit in use in every one.¹

The term "unit" has been used to mean many types of things. In teaching it is generally understood to be connected with experience and subject matter. In some units, experience is the dominating influence, and in others, subject matter had been made the containing or limiting characteristic. Since subject matter is in a sense the experience of the race, the unit may be said to be a technique for a child experiencing and for acquainting children with experience.

¹Gertrude Whipple, "How Can the Course of Study Improve the Use of Geographical Material?" Elementary School Journal, Vol. XLIII, (November, 1942), pp. 151-159.

Although Goodykoontz recognized the variation in definition of the unit and the lack of a definition in the use of the term, she indicated that it will continue to be described as a section of subject matter which includes many related activities and as a unified sequence of experiences involving related subject materials.¹

Heffernam and Potter emphasized the significant concept of the unit as a rich, challenging experience arousing curiosity, stimulating interests, fostering the solution of problems, motivating creative expressions, and involving materials from several fields of human knowledge, while providing opportunities for such major skills as reading, writing, language and mathematics.²

Morrison states that "a learning unit is a comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaption in personality."³ This statement indicates that the unit is comprehensive; that in one sense it is complete in itself; it had fullness; it comprises many things, not necessarily all things related to the theme or experience but a sufficient number so that the theme is understandable.

Burton asserted that an experience unit is a succession of educational experiences arranged around a learner's problem using essential "subject matter and materials and resulting in the solution of the

¹Bess Goodykoontz, "Units of Work and the Individual," Educational Methods, Vol. XII (November, 1932), pp. 77-78.

²Helen Heffernam and Gladys L. Potter, "Adapting the Curriculum to the Small Rural School," Educational Methods, Vol. XVII (November, 1937), p. 53.

³Henry C. Morrison, The Practice of Teaching in the Secondary School, Revised Edition (Chicago: University of Chicago Press, 1931), pp. 24-25.

problem and in the acquisition of learning outcomes inherent in the experiences."¹

Tiegs emphasized comprehensiveness, breadth, coordination, and interest as characteristics of the unit.² Caswell and Campbell stated that the unit implies wholeness and suggests a central factor which binds together a particular phase of instruction.³

Ruediger suggested that a unit is a division of subject matter, which, when learned, gives insight into or a mastery over some aspect of living.⁴

Michener and Long stated that "the unit is an organization of information and activities focused upon the development of some significant understanding, attitude or appreciation which will modify behavior."⁵ It is indicated by Bent and Kronenberg, as a succession of related activities "designed to realize some dominant purpose, without respect for subject-matter lines. The unifying basis of the unit is the central theme or pupil interest."⁶ According to Wesley, "the essence of the unit

¹William H. Burton, "Implication for Organization of Instructional Adjuncts," Learning and Instruction. Yearbook, Part 1, National Society for the Study of Education (Chicago: University of Chicago Press, 1950), p. 220.

²Ernest W. Tiegs, The Management of Learning in the Elementary Schools (New York: Longmans, Green and Co., 1937), p. 36.

³Hollis L. Caswell and Doak S. Campbell, Curriculum Development (Atlanta: American Book Co., 1935), p. 402.

⁴William C. Ruediger, Teaching Procedures (New York: Houghton Mifflin Co., 1932), p. 244.

⁵James A. Michener and Harold Long, The Unit in the Social Studies (Cambridge: Harvard University Graduate School, 1940), p. 1.

⁶R. K. Bent and R. H. Kronenberg, Principles of Secondary Education (New York: McGraw-Hill Co., 1941), p. 433.

is the understanding which is sought and both the contents and the activities are contributory to this main purpose."¹ "A unit consists of purposeful (to the learner), related activities so developed as to give insight into and increased control of some significant aspects of the environment and to provide opportunities for the socialization of pupils."²

Schowalter emphasized the criterion of unity in connection with his concept of the unit. Anything which is not actually needed, if used, does violence to the unity and significance of the experience.³

Sister Joan and Sister Nona indicated that the unit of study is a basis for curriculum organization and arrangement with content "drawn from more than one subject-matter area. It provides for numerous learning experiences which are unified by their direction toward a central theme or problem."⁴ Smith and others defined the subject-matter unit in terms of "an arrangement of the materials and conditions of learning that is calculated to result in the desired products of learning."⁵ Very desirable products are integration of skills resulting in acceptable behavior which reflects understanding and adaptation.

¹Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: S. C. Heath & Co., 1952), pp. 175-176.

²William H. Bristow, "Unit Planning and Teaching," Encyclopedia of Modern Education (New York: The Philosophical Library of New York City, 1943), p. 861.

³Benjamin R. Schowalter, "What is the Unit?" Curriculum Journal, Vol. VIII (November, 1937), p. 319.

⁴Sister Mary Joan, O. P. and Sister Mary Nona, O. P., Guiding Growth in Christian Social Living, Vol. I (Washington, D. C.: The Catholic University of America Press, 1944), p. 255.

⁵B. Othaniel Smith, William M. Stanley and J. Harlon Shores, Fundamentals of Curriculum Development (Yonkers-on-Hudson: World Book Co., 1950), pp. 575-545.

In general, units may be classified into: (1) teaching and learning units, and (2) resource units. Jones and Grizzell and Grinstead have thoughtfully discussed the various classifications of units.¹ Brunner, described six types of units in directing the revision of the South Dakota Elementary School curriculum as follows: (1) units of unplanned experience; (2) units of purpose experience eventuating in subject matter (3) generalization units, (4) informational or skill units planned in advance (5) subject matter units involving correlation; and (6) drill on topic units.²

Caswell and Campbell suggested two main types of or bases for units: I. Subject-matter: (1) topical, (2) generalization, (3) significant aspects of environment or culture; and II. Experience: (1) center or interests units, (2) pupil purpose, and (3) pupil need.³

A unit, then, is a core of experiences, related subject matter, or both which generally comprises problems, projects, activities, and practices vital to its mastery, and which contributes materially to the development of the learner's understanding, appreciation, and adaptation. The unit types of study emphasize significance, comprehensiveness, unity, sequence and interest.

Philosophy of unit teaching--During the first decades of the twentieth century, revolutionary changes took place in the American elementary school. Most of the changes are still in process. Perhaps, the

¹Arthur J. Jones, Ed Grizzell and Wren J. Grinstead, Principles of Units in the Course of Study Construction. South Dakota Curriculum Revision Program (New York: Bureau of Publications, Teachers College, Columbia University, 1930), pp. 4-9.

²Hubert J. Bruner, The Place of Units in Course of Unit Construction (New York: McGraw-Hill Co., 1939), p. 232.

³Caswell, op. cit., p. 231.

major force at work has been the spread of John Dewey's ideas about education. His influences were far reaching. Dewey's philosophy stressed the interest approach to learning; clarified the concept of learning as an individual and continuous process; and emphasized the school's responsibility for making it possible for children to get valuable social education by participating as useful members of a social group.

In connection with the concept of the place of interest in the theory of education, Dewey has this to say:

It follows that little can be accomplished by setting up interest as an end or a method by itself. Interest is not obtained by thinking about it and consciously aiming at it, but by considering and aiming at the conditions that lie back of it, and compel it. If we can supply an environment of materials, appliances, and resources--physical, social, and intellectual--direct their adequate operation, we shall not have to think about interest. It will take care of itself. For mind will be met with what it needs in order to be mind. The problem of educators, teachers, parents, the state is to provide the environment that induces educative or developing activities, and where these are found the one thing needful in education is secured.¹

Out of these teachings have grown such basic principles of today's teaching as:

1. Education means improving the quality of living.
2. The child can best be educated as a whole, as a unit organism.
3. Children learn by doing.
4. Learning comes largely through sense impressions.
5. Learning depends upon the individual child's ability.
6. Learning should be gradual and continuous, not discrete.

¹John Dewey, Interest and Effort in Education (New York: Houghton Mifflin Company, The Riverside Press, Cambridge, 1931), p. 14.

7. Natural social setting should constitute learning situations.
8. Motivation should be intrinsic and natural, not artificial.
9. Instruction should be adapted to individual needs.
10. Teacher-pupil and inter-pupil relationships should be co-operative.

These striking changes have resulted from developments in educational philosophy, in educational psychology, and in the scientific movement in general. The scientific movement has made educators more conscious not only of aims, but also of factual results. It has made teachers critical of the effects of method, content, and materials of instruction upon the individual child.

John Dewey warned three decades ago that: "practical activities may be intellectually narrow and trivial; they will be, in so far as they are routine, carried on under the dictates of authority, and having in view merely some external result."¹ His warning today is as pertinent as it ever was.

It is maintained that this is a highly valuable pattern of experience and should be given an important place in elementary school. Direct participation in basic cultural activities, such as that described above can give a secure background of first-hand experience by means of which children can understand and deal with more abstract and complicated problems.

It makes little differences how important certain content may be from the standpoint of the culture if it is not appropriate for the

¹John Dewey, Democracy and Education (New York: McMillan Company, 1961), p. 319.

children with whom the teacher works. It is, therefore, desirable for teachers and other curriculum workers to collect many types of information about the children in their schools and to use this information when formulating objectives.¹

All the new trends in teaching are premised on the theory that each child is an individual, that he learns as an individual, and should be respected as such. Hence, the emphasis on individual initiative and responsibility, on the importance of experiencing success, and on the development of a healthy personality. Modern teaching respects the self-confidence and integrity of the individual child.

Today's teaching is also much more realistic. The principles of learning by doing, understanding before memorizing, and learning through sense impression had been voiced as theory by forerunners of the twentieth century revolution. Now they are being put into practice.

It is the values which democracy holds to be important that determine the direction of the change in human behavior which democratic schools hope to achieve. Pursuing the point further, concerning the basic democratic principles, Hanna, Potter, and Hagaman make the following statement:

As one analyzes the values inherent in the democratic philosophy, four essential principles seem fundamental and to have implications for unit teaching in that they provide a frame of reference against which to evaluate school programs and practices: (1) respect for the dignity and worth of the individual; (2) concern for the common welfare; (3) faith in the intelligence of common men to rule

¹August Hecksher, "The Next Two Decades: Coming Changes in American Life," Current Issues in Higher Education, National Education Association, 1957), pp. 7-8.

themselves; and (4) belief in the use of reason and persuasion rather than force for solving problems and settling controversies.¹

During the course of a unit of work, children should have continuous experience in democratic living whereby they may develop those characteristics so desired in democratic individuals.

Objectives for unit teaching.—An important factor in the success of any individual or group enterprise is a clear recognition of the end, or condition, the individual or the group is striving to achieve. Plato says in the Third Book of the Republic that it is necessary to formulate the ideal so that the practical can know in which direction to move. The teacher's philosophy of education cannot be completed at any given time; it is a living, growing one that represents her vision of the results of her work in terms of richer lives for individuals and a better social order. Whether she is aware of it or not, every decision that the teacher makes in the classroom is related to her convictions about the worth of the individual; about the nature of the good life; and about the role of the school in society; and these convictions constitute her philosophy of education.²

A curriculum which meets the needs of children today must not only be based upon the characteristics and problems of our society; it must also be based upon the growth characteristics of children and must satisfy the developmental needs of boys and girls. Although in any classroom, teachers will find children at several different stages of

¹Hanna, et al., op. cit., pp. 63-64.

²Kenneth B. Henderson, and Harold C. Hand, "To What Extent is the General Public in Sympathy with the Current Attacks on the Schools?" Progressive Education, Vol. XLVI (January, 1952), p. 269.

development and working at different developmental tasks, they must know the growth characteristics common to children at various ages and tasks related to that stage of development before they can choose curriculum experiences which will foster good mental health and cause the optimum amount of learning to take place.

Research has proved that fragmental learning is difficult and that isolated facts are soon forgotten. It has also shown that learning is facilitated by the meaningfulness of a situation wherein the child sees the relationship of one experience to the larger whole. For that reason learning experiences should be organized into large units meaningful to the child in that he sees the relationship of the parts and the unity of the whole.

Although an individual reacts to a situation as a whole, neither a child nor an adult is affected by all the aspects of his environment. Each person has selected awareness in terms of his own goal and past experiences. Therefore, some content and objectives evolve from the society they are to serve, as well as from the individual. They are a statement of the values which that society considers to be most important. As the aims of a society differ, so will its educational objectives vary. This difference has come into focus in recent years as communistic and democratic educational programs have been compared.

Objectives may be stated in a general way, or they may be extremely specific in terms of specific knowledge, skills, attitudes, values, and beliefs. Herrick and others identify the functions of objectives as follows:

1. Objectives define the direction of educational development.
2. Objectives help select desirable learning experiences.

3. Objectives help define the emphasis to be made in an educational program.
4. Objectives form one of the major bases for education.
5. Objectives provide a basis for evaluation.¹

The written statement of objectives should be (a) clearly stated, (b) limited to those objectives that the school has a reasonable chance of achieving, (c) be understood and accepted by teachers, pupils and parents, (d) reflect social need as pupil ability and interest, (e) have unity and internal consistency, and (f) be susceptible of evaluation.²

Once the objectives have been formulated and have been defined in terms of behavior, the next step is to plan a program whereby these objectives can be achieved. Children learn democracy only as they live it; they develop moral and spiritual values only as they experience them and have opportunity to generalize from their experiences. This means that schools must provide many opportunities for children to work together, to assume responsibility, to respect each other and to be respected for themselves and what they can contribute to the welfare of the group, to experience success and failure, to share ideas and search for truth, to solve problems scientifically, to be self-reliant and self-disciplines, and to make ethical judgments. During a course of unit work, children should have continuous experiences in democratic living whereby they develop these characteristics so desired in democratic individuals. The very nature of unit teaching makes it the best

¹v. E. Herrick et al., The Elementary School (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), pp. 83-85.

²Ibid., p. 83.

method so far devised for children to have these experiences.

Hanna, Potter and Hagaman state that the following principles of learning have definite implications for unit teaching:

1. Opportunities must be provided for children to participate, experience, react, and do. Learning results only from experience.
2. Problem solving when the problems are real and meaningful to the learner provides the most effective learning situation.
3. Repetition or drill is needed when a response needs to be fixed or made precise and efficient.
4. The objectives of the unit and of specific activities must be defined in terms of the individual behavior expected, and these must be formulated and accepted by the learner as his goal if learning is to be effective.
5. Teachers should be aware of and concerned about the concomitant learnings which are taking place. These are often more important and more lasting than the facts or skills which the child is expected to learn.
6. Instruction must be related to the actual life experiences of the child and must capitalize upon them, not ignore or run counter to them.
7. Learning experiences in the unit must be provided at the time when the child is ready for them in terms of his mental, physical, and social maturity. The instructional program must be based upon an understanding of each child's ability, interests, maturation, and background.
8. Fragmented learning is ineffective and isolated facts are soon forgotten. Children should be helped to reach generalizations and to apply these to new situations.
9. Learning experiences organized into units are effective when the learner sees the relationship of one experience to the larger whole.
10. Since each child learns in his own way and at his own rate, a variety of activities and instructional materials must be provided in each unit to meet these individual differences.
11. Since individuals "learn in response to their needs and perceptions, not those of the teachers" experiences that allow children to explore and discover personal meaning in a non-threatening environment will be most rewarding. Problem

solving, small group activities, and individualized instruction have proved successful, while large groups and lectures and content that children find unrelated and irrelevant to their needs have not.

12. Since a child's self-concept affects how and what he will learn, teachers need to provide an environment for learning in which each child can develop a positive self-concept--a feeling of worth, success, and importance to the group.¹

The third decade of the twentieth century was a period of much experimentation in the curriculum in the public schools. There were several different plans and techniques proposed concerning the proper organization of subject matter, grouping of pupils, and different types of school organization. There seemed to be a general willingness to try something different. The Dalton Plan and the Winnetka Plan were in operation in some schools with varying degrees of success being reported with them. The Project-Problem Plan and the Herbartian Five Formal Steps seemed to be falling in disfavor. In this rather fluid situation, Henry C. Morrison in 1926 proposed the Morrison Technique. Relatively speaking, it was widely accepted. Gwynn comments that during the last quarter of a century probably the greatest single effect on the method and technique of teaching was produced by H. C. Morrison's book, The Practice of Teaching in the Secondary School. Umstattd states that the most widely accepted application of the unit idea, to the secondary school is the system of instruction based upon the philosophy and method of Herbart and developed by Morrison.²

The unit technique--The unit is a purposeful, comprehensive and

¹Hanna, et al op. cit., p. 60.

²John G. Umstattd, Secondary School Teaching, New Ed. (New York: Ginn & Co., 1944), p. 140.

meaningful phase of learning and study which employs many techniques of reading, writing, speaking, thinking, and other forms of experiencing as they are necessary in the attainment of essential understandings and worth-while appreciation. It motivates enthusiasm for study and zest for learning because it clearly and directly holds forth goals of value. Because the activities of the unit are interesting and dynamic, children expand great energy in achieving and in developing, improving and perfecting related skills and abilities.¹

In the unit, a learner reads many sources necessary to his purpose, books, periodicals, encyclopedias, and bulletins under a drive to appreciate, to understand, to evaluate, to organize, and to create. Mastery is achieved because of the inherent values evident in the work and visible in the objectives which are learned and improved because they are essential to highly efficient accomplishment of desirable goals. The pupil learns through intensive participation and experiences to understand and to organize materials in relation to purpose. The National Catholic Education Association committee in its "Report of Progress" affirmed that a pupil learns through his own activities not by being sprayed with ideas.²

The unit method has been criticized because it teaches many skills and knowledge incidentally; nonetheless, the value of such learning is not to be disparaged. Incidental learning is highly valuable

¹James A. Fitzgerald, and Patricia G. Fitzgerald, Methods and Curricula in Elementary Education (Milwaukee: The Bruce Publishing Co., 1955), p. 276.

²"Report of Progress of the National Catholic Educational Association Committee on the Reorganization of the School System," National Catholic Education Association Bulletin (4040: November, 1943), p. 143.

and the greater the incidental learning of skills and abilities the lighter will be the load of drill and practice required to master and perfect them. True, all educational skills will not be learned in the unit procedure, but no affirmation that they can be learned has ever been made by a competent authority. Nor can they be mastered solely by any combination of drills. The unit technique is only one approach to understanding; although it is one of the best general learning methods, it should be supported by other methods such as the project, practice, and drill. In many ways the unit is the most ideally cooperative and dynamic teacher-pupil procedure in achieving the objectives of education.¹

Learning is not solely reading, spelling, writing, or figuring; it is an integrating process which employs such tools productively in working and studying. It is most fruitful when the learner is in a life situation, in or out of school, answers questions, solves problems, constructs objects, investigates and evaluates his objectives. In life, these activities are generally carried on energetically because the learner obtains answers, solutions, and understandings which he requires. In school, learning should be no less fascinating, dynamic, and meaningful. Effective learning requires purpose, interesting activity, and recognizable outcomes. These a well selected and properly conducted unit will supply.

Saucer emphasized the importance of a careful selection of experiences and the proper guidance of the learner in the situations which

¹Adams, op. cit., pp. 98-99.

call for thoughtful reactions.¹ The experiences in school may be deadening or they may be enlivening. Through the unit, enlightening situations are provided for organizing knowledge and developing studious behavior.²

Historical development of the unit teaching concept--Methods and procedures of instruction in education have been influenced by the work of Johann Friedrich Herbart (1776-1841) and his immediate followers. Umstattd, for instance, states that the framework of the unit may be traced to Herbart and his Herbartian Movement! Lois Coffey Mossman dates the beginning of formal lesson planning from the Herbartian Movement. Charles DeGarmo wrote, "We are indebted to Herbart, perhaps more than to any other man, for a series of fine observations giving clearness and certainty to the procedure of instruction."³

To maintain that concepts of the unit and unit teaching began with Herbart's ideas on psychology and education would not only be an injustice to others, but would be inaccurate as well. Nonetheless, most of the writing on the history of the unit as conceived and practiced in the nation's schools today starts at this point.⁴ Prewett, whose study is the one which deals specifically with the history of unit teaching begins with the Herbartian Movement.⁵

¹W. A. Saucier, Theory and Practice in the Elementary School, Revised Edition (New York: Macmillan Co., 1954), pp. 40-41.

²W. D. Cummins, Principles of Educational Psychology (New York: Ronald Press, 1937), p. 333.

³Charles De Garmo, Herbart and the Herbartians (New York: Charles Scribner's Sons, 1895), pp. 74-75.

⁴Earl Waldo Steininger, Jr., Unit Teaching Practices in Elementary Schools (unpublished Doctor's dissertation, University of Illinois, 1959)

⁵Clinton R. Prewett, "The Development of the Unit Method of Teaching from the Herbartian Movement to the Present" (unpublished Doctor's dissertation, University of North Carolina, 1950)

Krumbiel, tracing the development of the activity movement in the United States, says, the word activity in this thesis will mean a large learning situation sometimes referred to as an experience, unit, project, enterprise, center of interest or central theme initiated by children under teacher guidance to achieve individual and social ends which children consider worthy and desirable and which involves a large number of different kinds of experiences and many knowledges.¹

Herbart's original four steps, or stages in instruction and method, to which his followers later added a fifth step, were based upon his psychology and philosophy.

Herbart taught that the soul originally has no content whatever. He called it a monad of real. The senses are the gateway through which comes mental life. This real is capable of but one sort of activity, that of entering into relation with the external world through the medium of the nervous system, in its efforts at self-preservation, in resisting the impacts of presentments. The resultants of such experiences are called ideas, or, more precisely, the stuff of which ideas are made. It is by such ideas that the individual grows. These in turn become the active agents of the individual. They are the source of activity. The process by which a new presentation finds its proper place in the aggregate already built up and in turn modifies it, is called apperception, from which we get the notion of apperceptive mass. The kind of quality of this depends upon the kinds of ideas acquired, which in turn depend upon what has entered through the senses. Ideas once acquired tend to react to ideas similar in kind and to repel those dissimilar. Presentations through the senses are then the elements of mental life.²

The educational implications of Herbart's theory of the mind and of learning was the supposition that a background of experience already well organized in the mind, made possible the assimilation of new ideas which could never otherwise be learned. The teacher's responsibility in view of this theory was two fold: the division of the material of

¹Gwynn, op. cit., p. 187.

²De Garmo, op. cit., p. 12.

instruction into method-whole, and the planning of a psychological way of presenting this material.

Herbart only suggested what his followers later developed and used extensively in explaining the proper procedure for or stages, in instruction and method. These were,

1. Clearness--clear presentation of ideas.
2. Association of ideas.
3. System.
4. Method.

Draper, in discussing the Herbartian steps, says, "this procedure can be designated as the influence which determined the first departure from the old textbook and recitation method in the United States."¹

J. Minor Gwynn states that "during the last part of the nineteenth and the first part of the twentieth century, the psychology of Herbart was dominant in the field of education."² Gwynn further points out that although Herbartianism temporarily fell into disfavor during the twentieth century, due in part to the rise to popularity of Thorndike's psychology of the learning process, it has since regained an acceptance status among educators because Gestalt psychology tends to support some of the essential tenets of Herbartianism. For this reason, Gwynn says, "the modern activity movement tends to reconstruct methods along lines similar to Herbart's technique."³ It thus appears that Herbart and the

¹Edgar M. Draper, Principles and Technique of Curriculum Making (New York: D. Appleton-Century Co., Inc., 1937), p. 406.

²John Minor Gwynn, Curricular Principles and Social Trends, Revised Edition (New York: Macmillan Co., 1960), p. 180.

³Ibid., p. 180.

Herbartian Movement had great influence on methodology in education in the United States from about 1890 to 1920; furthermore, that influence has continued to the present time, at least to some extent.

Methodologies in unit Teaching--The old traditional pattern of curricular organization and teaching procedure was inadequate in the light of the different psychological, philosophical, and sociological concepts regarding education in the twentieth century. It could be postulated that the many plans that evolved in the first quarter of the twentieth century concerning teaching procedure and curricular organization represented in the main: transitional stages in the evolving pattern of unit teaching. Umstattd, in discussing these various plans, comments in the following manner:

The main point which all the recent developments have in common is that they are applications of the unit. Each, therefore, is a contribution toward the development of a significant idea in educational theory and practice. That the contributions are strikingly similar does not in any sense disparage them. All were serious attempts to improve our instructional practices. Together they have brought the unit idea to its present stage.¹

Unit teaching first came into educational discussion about 1926. Probably the greatest single effect on the method was produced by H. C. Morrison's book, The Practices of Teaching in the Secondary School.² The "Morrison" or "Unit" method of teaching is generally and widely used at least in name. The National Survey of Secondary Education in 737 schools, or nearly nine per cent of the 8,594 schools which were investigated indicated some use of the Morrison Plan.³ These findings

¹John G. Umstattd, Secondary School Teaching, New Edition (New York: Ginn and Co., 1944), p. 15.

²H. C. Morrison, The Practice of Teaching in the Secondary Schools (Chicago: The University of Chicago Press, 1929), p. 186.

³C. M. Meadows, Jr., "The Morrison Plan in Science," Clearing House, Vol. XIV (May, 1936), pp. 554-574.

are supported by the following statement:

"It, the unit assignment, is a prominent characteristic of at least eleven plans, methods or techniques which have been allotted extended space in educational literature and which considered collectively, are widely practiced."¹

It appears that the Morrison Plan is important in the development of unit teaching. In the first place it is directly related to the methods advocated by Herbart, to whom some credit the origin of the frame-work of the idea of unit teaching.²

Like most of the other plans for teaching procedure, Morrison's five steps apply to the actual teaching learning situation and consequently are not understood when separated from their total context.

The "mastery formula" referred to by Morrison was, Pretest, teach test result, adapt procedure, teach, and test again to the point of actual learning. All units were to be taught in accordance with this technique.³

Morrison's five steps became the teaching procedure by which the essential understandings of the unit were to be mastered. The procedure bears some likeness to the Herbartian five formal steps.

Gwynn contrasts the Herbartian Steps and Morrison Steps as follows:

Herbartian Steps

1. Preparation for receiving new ideas.

¹Arthur F. Corey, "The Unit Assignment," Clearing House, Vol. 14 (May, 1935), pp. 543-546.

²Umstattd, op. cit., p. 140.

³Morrison, op. cit., p. 81.

2. Clear presentation of ideas, association.
3. Association of ideas.
4. Classification of ideas.
5. Application of ideas.

Morrisonian Steps

1. Exploration for the field to be studied.
2. Preparation of findings.
3. Assimilation.
4. Organization of materials.
5. Recitation.

The net result of the considerable experience with the various plans probably contributed to the growing feeling among educators that the proper organizational pattern of teaching and learning was some procedure that combined features of both individualized instructional plans and mass educational patterns.

It is possible that many educators saw in the unit-procedure the pattern of organizing teaching and learning that was acceptable from a psychological standpoint and was also flexible enough to allow as much individuality as the teachers and pupils deserved to put into such a procedure.

That the classroom teachers as well as the specialists in teaching theory were receptive to the unit idea from 1926 on is indicated by the following:

This concept of the unit (comprehensiveness and significance as defined by Morrison) was seized upon by social studies teachers as a cure for all ills of the social studies curriculum. To say that the idea

spread rapidly would be putting the matter very mildly, according to Rollo M. Tyron, "It simply swept the country during the three years following 1928. By 1932 it was a rare happening for a course of study in the social science to appear that did not make use of the unit of understanding ideas."¹

Types and characteristics of the unit--The characteristics of the "unit" as given by the various writers are more alike than is first apparent. In the first place all recognized a core or theme or something else around which classwork pupil experience and the like are organized. The first listed by Gwynn, clearly states the possibility that the unifying theme may be based upon the purpose and experience of the children. In the second place, all provide for individual differences as to interest capacities and needs. Immediately below, let us examine several of the more accepted sets of criteria for the "unit" by leading experts.

Gwynn is more specific and tends perhaps to follow Morrison more closely than Alberty and Lee and Lee. Lee and Lee in their fifth criterion appear to be very close to Morrison's thinking in regard to units being concerned with some significant aspect of the environment.

In the sense of indicating direction to the teacher as he attempts to teach according to unit procedure the characteristics of the unit as outlined by Gwynn appear to be most specific, those of Alberty

¹I. James Quillen, and Lavone A. Hanna, Education for Social Competence (New York: Scott Foresman and Co., 1948), p. 108. The quotation by Tyron comes from Rollo C. Tyron, The Social Studies as School Subjects, Report of the Commission on the Social Studies of the American Historical Association, Part XI (New York: Charles Scribner's Sons, 1935).

most general. All these characteristics are indicative of the trend, which was mentioned earlier as apparent in 1940, to discuss the unit in terms of its characteristics. These somewhat would appear to apply, regardless of whether the unit was slanted in the direction of the "experience unit" or the "subject-matter unit."

These characteristics of the unit are presented as representative and indicative of the current thinking of the writers in curricula organization and teaching theory in regard to the unit. These characteristics coming approximately sixty years after the publication of McMurray's, The Method of the Recitation (1897), represent perhaps a synthesis of much of the thinking in regard to the unit during this time, as can be seen by an examination of the illustrative sets of criteria below.

Lee and Lee (1960)

1. Problem-centered.
2. Involved with many areas of knowledge.
3. Develops understanding of the interrelatedness of knowledge.
4. Deals with significant knowledge and understanding.
5. Deals with materials and understandings of concern to the child.
6. Directed towards the development of concepts and understanding as well as the acquiring of knowledges and skills.
7. Set up to obtain changes in the behavior of children which will result in more effective living for them.
8. Planned with the understanding of how learning takes place.
9. Planned and developed co-operatively by pupils and teachers.

10. Uses a wide selection and range of resources.
11. Provides for a wide range of experiences.
12. Provides for continuous as well as culminating evaluation.
13. Contributes to the total development of the child.
14. Provides for continuity in the development of the child.¹

Gwynn (1960)

1. The unit has a central theme, around which class work and activities revolve.
2. By its very nature the unit involves more than one method.
3. The unit makes use of different kinds of learning activity on the part of the pupil through provision for well-balanced:
 - a. Large group activity.
 - b. Small group activity.
 - c. Individual classroom group activity work.
4. It has these common characteristics in its structure.
 - a. A pretest.
 - b. A final test.
 - c. An overview.
 - d. A synthesis of summary by the pupil of some significant aspect of the unit.
5. It requires careful preparation in advance by the teacher.
6. It requires that ample supplementary reference and source material be available for pupil use in either the school library or in the classroom.

¹J. Murray Lee and Doris May Lee, The Child and His Curriculum Third Edition (New York: Appleton-Century-Crofts Inc., 1960), pp. 174-175.

7. It employs many types of audio-visual aids and materials.¹

Alberty (1947)

1. Unit teaching recognizes that learning takes place in terms of wholes rather than fragments.
2. Unit teaching recognizes that learning takes place most effectively when there is understanding and acceptance of goals to teach and when there is full and free practice in planning for the attainment of those goals.
3. Unit teaching recognizes the meaning for providing individual difference in rates of learning.
4. Unit teaching provides a sound basis for evaluation.²

A superficial analysis of the various unit plans of teaching may lead to the conclusion that they are essentially alike except for terminology. The unit plans do possess a certain similarity that all of them recognize larger units of learning than that of the daily recitation and are therefore characterized by the long-term assignment.

Since 1940, if curriculum theorists have attempted to classify units according to type at all, they have classified them generally speaking as either "experience units" or "subject-matter units." The following is a generally accepted definition of a subject matter unit: The subject-matter unit is essentially a large body of subject matter knowledge, facts, and skills--the constituent part topic or problem.

It is this relationship to a common point-of-reference that provides the element of unity. The fact that the teacher, rather than the pupils, selects the point-of-reference around which the unit is to be

¹Gwynn, op. cit., pp. 201-202.

²Harold Alberty, Reorganization of the High School Curriculum (New York: Macmillan Co., 1953), pp. 242-247.

developed distinguishes this type of unit from the experience units.

Most definitions of the unit in the 1950's still have the two main points embodied in the Morrisonion definition: (1) something important to be learned, (2) subsequent desirable changes in pupil behaviors.

The characteristics of subject-matter units as stated by Hopkins:

1. The unit is prepared in advance of teaching it, or in advance of learning the subject matter by pupils.
2. The subject matter selected is usually organized from simple to complex.
3. Subject matter units are usually taught in a relatively short time.
4. Subject matter of a subject unit is always prepared in retrospect.
5. Adults who make subject matter units usually rely upon books as the resource for teaching and learning.
6. The teacher controls the process, which means the purpose, materials, methods, sequence and final results.
7. The teacher knows the end to be achieved before he begins to teach.
8. The subject matter unit usually closed with a backward look.
9. The subject matter unit is based upon the additive conception of learning.¹

An experience unit is a series of educative experiences organized around a pupil purpose, utilizing socially useful subject matter and materials, resulting in the achievement of the purpose, and in the acquisition of the learning outcomes inherent in the experience.²

¹L. Thomas Hopkins, Interaction: The Democratic Process (Boston: D. C. Heath and Co., 1941), p. 190.

²William H. Burton, The Guidance of Learning Activities (New York: D. Appleton-Century Co., Inc., 1960), p. 244.

An examination of the characteristics of these two types of units reveals the rationale behind the trend to discuss units in terms of their purpose, rather than to categorize them into types.

Characteristics of the experience unit are:

1. An experience unit begins with a felt need of an individual or group of individuals.
2. The view-point in the experience unit is that of a group of individuals facing a situation, not looking back upon a situation that has already been lived through.
3. Experience units cut across subject lines.
4. Experience units are characterized by a great variety or types of activities of learners.
5. The experience unit is centered in the present, since it always begins with the present needs of individuals.
6. In an experience unit there is no fixed-in-advance, standardized method.
7. The experience is organized around the developing purpose of experience.
8. The experience unit reveals new needs to be met and new interests to be explored.
9. There are no fixed learnings required of everyone.
10. An experience unit is always written after the experience.
11. An experience unit usually closes with a forward rather than backward look.
12. An experience unit is based upon the integrative conception of learning.¹

Experience units--When a unit of study is developed around some broad area of living of the children, about which they are aware, interested, and concerned, it may be described as an "experience-unit." It

¹Ibid., p. 245.

grows out of the children's many experiences and is developed through direct as well as vicarious experiences. The unit usually involves problem solving, the problems being actual concerns of the children themselves who not only study about the problems but take steps toward their solution. They work toward goals that are real and meaningful to them. Such units may be about problems related to children's clothing; communication; safety; or conservation of natural resources in their own vicinity or region.

The distinction between subject-matter units and experience units is in part arbitrary. The terms are useful to the extent that, in given situations, they indicate the instructional emphasis to be upon organized subject matter or to be upon the total experience of the learner. Again we must beware of the either-or interpretation. The actual instructional organization developed by a teacher must of necessity use subject-matter and also experience.¹

All types of instructional organizations, regardless of emphasis will be effective to the extent that they are planned to reflect life needs. Needs will be immediate and felt, but they will also be remote and have to be called to the pupil's attention.

Resource unit--Another type of unit, the resource unit, should be mentioned as having come into use in the last twenty-five years. It will be shown that it is not coordinate in comprehensiveness or function with either the experience unit or the subject matter unit. As the name implies, the resource unit is a "resource" from which teachers may draw

¹Hopkins, op. cit., pp. 245-249.

materials to be used in unit plans for their particular learning group. Klohr's comprehensive study of resource unit is defined in this study as a source of ideas, materials, and procedures to help a teacher in preparing a learning unit.¹

Often a resource is the product of a committee of teachers pooling their best ideas and then assigning one teacher the responsibility of organizing the materials and doing the final writing. In this way a school system can build a file of units that all teachers can use and that saves its teachers endless hours of research and study.

Resource units have the following characteristics:

1. They are written to the teacher and are for his use in planning with the children.
2. They are organized for quick and easy use, usually according to types of activities, sub-problems or topics, or objectives.
3. They contain a wealth of material and suggest a good many activities from which the teacher makes a selection. No one teacher is ever expected to use all the suggestions in a resource unit with a group of children.
4. They are written with no particular group of children in mind although usually they are written for an age group, for example primary, intermediate, junior high or senior high. However they may be written for a particular grade level and some contain material suitable for a wide age span.²

The historical background, description, and use of the resource unit is well stated by Krug:

¹Paul Roberts Klohr, "A Study of the Role of the Resource Unit in the Curriculum Reorganization of Selected Secondary Schools" (unpublished Doctoral dissertation; Columbus: Ohio State University, 1948), p. 11.

²Edward A. Krug, Curriculum Planning (New York: Harper and Bros., 1957), p. 160.

This term (Resource unit) and the type of material to which it applies grew up in the early workshop of the Eight-Year Study of the Progressive Educational Association. Curriculum-consultants from the staff of the Eight-Year Study made frequent visits to the participating schools. They urged pupil-teacher planning and the exploration of student needs and interest. The participating teachers felt a need for specific guides to pupil-teacher planning and the exploration of student needs and interest. When they came to the summer workshops of the Eight-Year Study, they wanted to get something down on paper for their work in the class rooms the following fall. Out of this evolved the preparation of what was then known as the source unit, which later came to be called a resource unit.¹

A resource unit, then, is simply a collection of suggested learning activities and materials organized around a given topic to be used as a basis for teacher's preplanning.

Social crises and curriculum change--The precurent pattern of the development of crisis within our society has tended to cause a focusing of attention on the public schools with a critical eye. This is as it should be because the public is not an island in the society it serves. Its dual nature that of transmitting established cultural antecedents and that of building new cultural patterns, imposes upon the school the responsibility for integrating and unifying all cultural and social developments.

History is replete with examples of crises which have brought pressure, both bad and good, to bear upon the schools. During the last decade, the crises of war, technological advance, ideological conflicts, human and civil rights, population expansion, and the persistent and often explosive manner in which these issues have been generated have placed upon the schools a responsibility never before equaled in magnitude and urgency. These forces have caused education to react in a

¹Krug, Ibid., p. 162.

typical short-sighted, vigorous fashion. The results have produced a variety of curriculum developments and organized schemes of instruction often regarded as educational panaceas often times current educational developments have given emphasis to the reorganization and extension of content with little regard for changing approaches to methodology as necessitated by current theories of learning.

While courses have been modified, little attention has been directed toward the improvement of methodology since the late nineteenth and early twentieth century. The challenging conflict among such psychologists and philosophers as Herbart, Watson, Thorndike and Dewey gave strength to the adoption of the Gestalt theories of role insight and organized wholes in learning.¹ The Gestalt school supported the validity of Herbart's interpretation of the self as a unit and his idea of many sidedness in learning. The procedures for teaching which were advocated by the followers of Herbart attempted to mold the performances of children into stereotyped patterns and have continued to dominate practice in the school of today.

The historical development of unit teaching reflects various interpretations and terminology during the past several decades. It was first used by Morrison in 1926 to refer to a type of independent work assignment. Since then the literature has been filled with such terms as: "subject-matter units," "experience units," problem units," and with untold other names. Fortunately, most educators today have

¹John B. Chase, Jr. and James Lee Howard, Changing Concepts of Unit Teaching (North Carolina: University of North Carolina, 1962), pp. 181-187.

stopped trying to draw fine distinctions and recognize only two categories--resource units and teaching units. Curricular offerings in today's elementary schools provide for the utilization of resource units or "source volumes," as Burton describes them. These are usually compiled by committees of teachers, and are sources of motivating devices, materials, references, and learning experiences which are used by the individual teacher. The teaching unit can be defined as the actual experiences that the teacher develops in his classroom.

Johann F. Herbart. (1776-1841), influenced modern elementary education in a slightly different fashion. Herbart was a scholar, a man who approached education in a systematic manner, with the emphasis on system. He rejected many earlier and then current philosophies of education, such as those expounded by Locke, Rousseau, and Pestalozzi, and the essential content of true education.¹

Herbart stressed a format for methods of teaching. He believed that: "Pedagogy is the science which the teacher needs for himself, but he must also be master of the science for imparting his knowledge."²

He believed that "instruction must universally point out, connect, teach, and philosophize."³ Today whenever one finds a teacher using the inductive approach to learning, one usually can identify, to some degree at least, Herbart's steps of preparation, presentation, comparison, and conclusion. As a result of the current pragmatic emphasis,

¹J. F. Herbart, The Science of Education, translated by Henry M. and Emmie Felkin (Boston: D. C. Heath & Company, 1900), pp. 78-93.

²Ibid., p. 84.

³Ibid., p. 147.

we have added "application" to the four basic steps outlined by Herbart.

The Herbartian influence was brought to this country by American educators who studied at Jena, for Herbart's followers carried on his ideas in many German universities long before his death. The American supporters were so enthusiastic that on their return to this country, they organized the National Herbartian Society (1895) which later became the National Society for the Study of Education.

Summary of related literature.--The literature pertinent to this study is summarized in the paragraphs below.

The term unit has been used to mean many types of things. In teaching it is generally understood to be connected with experience and subject matter. Some authors recognized the variation in definition of the unit and the lack of a definition in the use of the term. They indicated that the unit will continue to be described as a section of subject matter which included many related subject materials. The unit as described by Hefferman and Potter as a rich, challenging experience arousing curiosity, stimulating interests, fostering the solution of problems, motivating creative expressions, and involving materials from several fields of human knowledge. Morrison describes a unit as a comprehensive and significant aspect of the environment, of an organized science, or an art, or a conduct which being learned results in an adaptation in personality.

The unit has also been defined as a succession of educational experiences arranged around a learner's problem, using essential subject matter and materials and resulting in the solution of the problem and in acquisition of learning outcomes inherent in the experiences. The unit

has been characterized as emphasizing comprehensiveness, breadth, co-ordination and interest. It is also a division of subject matter, which when learned, gives insight into or a mastery over some aspect of living.

The types of units found in the literature were: teaching and learning units, resource units, units of unplanned experience, units of purpose experience, subject matter units, resource units, and experience units. A unit, then, is a core of experiences, related subject matter, or both which generally comprises problems, projects, activities and practices vital to its mastery, and which contributes materially to the development of the learner's understanding, appreciation, and adaptation.

The philosophy of unit teaching has been expressed as : stressing the interest approach to learning; clarifying the concept of learning as an individual and continuous process; and emphasizing the school's responsibility for making it possible for children to get valuable social education by participating as useful members of a social group.

The objectives for unit teaching should be: clearly stated, limited to those objectives that the school has a reasonable chance of achieving, understood and accepted by teachers, pupils and parents, reflect social need as pupil ability and interest, have unity and internal consistency, and be susceptible of evaluation.

Influence on the development of the sequential steps in unit teaching dates back to Herbart and Morrison: The Herbartian steps of unit teaching are: (1) preparation and receiving new ideas, (2) clear

presentation of ideas, (3) association of ideas, (4) classification of ideas and (5) application of ideas. The Morrison steps are: (1) exploration for the field to be studied, (2) preparation of findings, (3) assimilation, (4) organization of materials and (5) recitation.

The characteristics of the unit as given by various writers are more alike than is first apparent. In the first place all recognized a core or theme around which classwork, pupil experiences and the like are organized.

There are many types of units--but one, the resource unit is a written document containing a collection of materials, resources and activities organized around a given topic or problem which a teacher uses in planning and developing a unit of work with his students. A resource unit is pre-planned and is not designed to serve as a ready teaching unit. Materials and ideas found in resource units are placed there by individuals or committees that develop the unit because of the belief that they are likely to be helpful to any teacher who is planning instruction in the area designated by the topic.

Many persons are credited with the development of the philosophy of unit teaching. The first decades of the twentieth century experienced the spreading of John Dewey's ideas about education. Another was H. C. Morrison. He was epitomized by the 100 per cent mastery principle and the pretest, teach and retest formula in the operation of unit teaching.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and treatment of data.--The data for the purpose of this research as obtained from the responses of teachers, in a group of selected schools, to a nine page questionnaire, will be presented in this chapter.

The questionnaire was distributed to teachers in private, public and parochial elementary schools in Atlanta, Georgia. The data derived from the responses to the questions are organized around a total of 9 tables and are presented herein.

Nature and purpose of unit teaching.--The data on the nature and purpose of unit teaching as indicated by the true and false responses to pertinent questions by the ninety teachers in selected elementary schools of Metropolitan Atlanta are presented in Table 1, page 45.

True responses--The true responses to the questions on the nature and purpose of unit teaching ranged from a low of 15 or 16.7 per cent for "the principle that Gestalt psychology holds that parts of a learning situation have separate meaning and are not related to the whole" to a high of 82 or 91.1 per cent for subject-matter units are of various types, such as: topical, content, resource, or problem-approach. The other true responses which ranked high were as follows: eighty or 88.0 per cent for "the principle that Gestalt psychology hold that the total learning situation is determined not merely by the sum of elements

TABLE 1

DISTRIBUTION OF RESPONSES PERTAINING TO
THE PURPOSE OF UNIT TEACHING

Items	True		False		No Response	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Unit teaching procedures are more comprehensive in scope than other methods of teaching.	63	70.0	26	28.9	1	1.1
2. Gestalt psychology holds that the total learning situation is determined not merely by the sum of elements which comprise it but rather by the relationship which exists among different parts.	80	88.0	7	7.8	3	3.3
3. Gestalt psychology believes that the parts of a learning situation have separate meaning and are not related to the whole.	15	16.7	71	78.9	4	4.4
4. The unit of work is an educational panacea.	48	53.3	37	41.1	5	5.6
5. Subject-matter units are of various types such as topical, content, resources, or problem approach.	82	91.1	5	5.6	3	3.3
6. All activity movements stress the organization of the curriculum into some types of units.	67	74.4	21	22.2	2	2.2
7. The activity curriculum places emphasis upon things to be done which vitalize and/or enrich the teaching-learning situation.	81	90.0	5	5.6	4	4.4
8. The core curriculum developed as a reaction against the piece-meal learnings accumulated from separate subjects.	78	86.7	10	11.1	2	2.2

which comprise it, but rather by the relationship which exists among different parts." Eighty-one per cent or 90.0 per cent for "the activity curriculum places emphasis upon things to be done which vitalize and/or enrich the teaching learning situation. "The other low ranking responses were: 48 or 53.3 per cent for "the unit of work is an educational panacea," and 63 or 70.0 per cent for "unit teaching procedures are more comprehensive in scope than other methods of teaching."

False responses--The false responses to the question on the nature and purpose of unit teaching ranged from a low of 5 or 5.6 per cent each for subject-matter units are of various types, such as: topical, content, resource, or problem-approach and the activity curriculum places emphasis upon things to be done which vitalize and-or enrich the teaching-learning situation to a high of 71 or 78.9 per cent for "Gestalt psychology holds that the parts of a learning situation have separate meaning and are not related to the whole." Other false responses which ranked high were: 37 or 41.1 per cent for "the unit of work is an educational panacea," and 26 or 28.9 per cent for "unit teaching procedures are more comprehensive in scope than other methods of teaching." Whereas, other low ranking false responses were: 7 or 7.8 per cent for Gestalt psychology that holds that different parts of the learning situation and 10 or 11.1 per cent for the core curriculum developed as a reaction against the piece-meal learnings accumulated from separate subjects.

No responses--The respondents not answering from 1 or 1.1 per cent to 5 or 5.6 per cent with 2 for 2 or 2.2 per cent, 2 for 2 or 3.3 per cent, and 2 for 4 or 4.4 per cent of the respondents not responding to the items.

Summary.--The rank-order in which the respondents correctly identified the basic principles pertinent to the nature and purpose of unit teaching was as follows: (1) "subject-matter units are of various types such as topical, content resources or problem approach," (2) "the activity curriculum places emphasis upon things to be done which vitalize and/or enrich the teaching learning situation," (3) Gestalt psychology holds that the total learning situation is determined not merely by the sum of elements which comprise it but rather by the relationship which exists among different parts" and (4) the core curriculum developed as a reaction against the piece-meal learnings accumulated from separate subjects. The frequency and per cent of responses to the respective items ranged downward from 82 or 91.1 per cent to 78 or 86.7 per cent.

The rank-order in descending magnitude, with which the respondents made incorrect identification of the basic principles which pertain to the nature and purpose of unit teaching and/or methodology was as follows: (1) "All activity movements stress the organization of the curriculum into some types of units," (2) "The unit of work is an educational panacea," (3) "Unit teaching procedures are more comprehensive in scope than other methods of teaching," and (4) "Gestalt psychology believes that the parts of a learning situation have separate meaning and are not related to the whole." The frequency and per cent of responses to the respective items ranged downward from 67 or 74.4 per cent to 15 or 16.7 per cent.

A summary of the data in Table 1 would appear to indicate that the ninety (90) teachers had a modest knowledge and/or understanding

about the nature and purpose of unit teaching methodology; for 71.2 per cent of them made correct responses to the items as compared to 25.4 per cent who made incorrect responses, and 3.3 per cent of them who did not make any reaction of identification of the items.

Characterization of unit teaching.--The data on the characterization of unit teaching as indicated by the responses of the ninety teachers in selected elementary schools of Metropolitan Atlanta are presented in Table 2, page 49.

Teaching unit--The responses to the questions on the characterization of unit teaching ranged from a low of 5 or 5.6 per cent for the "ability to express oneself effectively, orally, and in writing; to understand the communication of others by listening and reading," to a high of 35 or 38.9 per cent for "one planned for a specific group of pupils in a participating school and for a definite time." Other responses which ranked high were as follows: 15 or 16.7 per cent characterize unit teaching as "focusing attention upon large bodies of information or subject matter to be acquired and understood;" 10 or 11.1 per cent felt that "unit teaching employs the traditional method of teaching while gathering organized knowledge," and that unit teaching "considers individual differences." The other low ranking response was 7 or 7.8 per cent for feeling that in teaching a unit, "the unified principles lie within the body of the subject matter."

Fundamental skills--The responses to the characterization of unit teaching as developing fundamental skills ranged from a high of 50 or 55.6 per cent for "the ability to express oneself effectively, orally, and in writing; to understand the communication of others by

listening and reading to calculate," to a low of 3 or 3.3 per cent for "the unified principles lies within the body of the subject-matter." Other responses which ranked high were as follows: 10 or 11.1 per cent felt that fundamental skills could be developed in unit teaching by; "focusing attention upon large bodies of information or subject-matter to be acquired and understood," "employing the traditional method of teaching while gathering organized knowlegde" and "consider individual differences." The other low ranking response was 7 or 7.8 per cent felt that fundamental skills could be developed through unit teaching because in unit teaching one plans for a specific group of pupils in a particular school and for a definite time.

Subject-matter unit--The responses to the characterization of unit teaching as developed through a subject-matter unit ranged from a high of 30 or 33.3 per cent for "focusing attention upon large bodies of information or subject matters to be acquired and understood," to a low of 6 or 6.7 per cent for the "ability to express oneself effectively orally and in writing; to understand the communication of others by listening and reading to calculate." The other high ranking responses were as follows: 20 or 22.2 per cent for "one planned for a specific group of pupils in a participating school and for a definite time," and "here the unified principles lies within the body of the subject-matter." Other responses were 15 or 16.7 per cent for "employ the traditional method of teaching while gathering organized knowledge," and 10 or 11.1 per cent for "consider the individual differences."

Experience unit--The responses to the characterization of the experience unit ranged from a high of 45 or 50.1 per cent for "consider

individual difference" to a low of 5 or 5.6 per cent for "ability to express oneself effectively, orally, and in writing; to understand the communication of others by listening and reading to calculate." Other responses were as follows: 10 or 11.1 per cent checked "focus attention upon large bodies of information or subject-matter to be acquired and understood," "here the unified principles lies within the body of the subject-matter" and "employ the traditional method of teaching while gathering organized knowledge." Six or 6.7 per cent checked "one planned for a specific group of pupils in a participating school and for a definite time."

Content unit--The responses to the characterization of unit teaching as a content unit ranged from a high of 33 or 36.7 per cent for "here the unified principles lies within the body of the subject matter," to a low of 7 or 7.8 per cent for "one planned for a specific group of pupils in a participating school and for a definite time." Other responses were as follows: 15 or 16.7 per cent characterize content unit as: "focusing attention upon large bodies of information or subject matter to be acquired and understood," and "employing the traditional method of teaching while gathering organized knowledge." Thirteen or 14.4 per cent checked the "ability to express oneself effectively, orally, and in writing; to understand the communication of others by listening and reading to calculate," as a characteristic of the content unit. Others were: 8 or 8.9 per cent for "consider individual difference" and 7 or 7.8 per cent for "one planned for a specific group of pupils in a participating school and for a definite time."

Resource unit--The responses to the characterization of unit

teaching through a resource unit ranged from a low of 5 or 5.6 per cent for "consider individual differences" to a high of 25 or 27.8 per cent for "employing the traditional method of teaching while gathering organized knowledge." Other responses were 15 or 16.6 per cent for "here the unified principle lies within the body of the subject matter," 10 or 11.1 per cent each for "one planned for a specific group of pupils in a participating school and for a definite time" and "focus attention upon large bodies of information or subject matter to be acquired and understood," 8 or 8.9 per cent for "the ability to express oneself effectively, orally, and in writing; to understand the communication of others by listening and reading to calculate.

The data in Table 2, page 49, reveal that the majority of ninety teachers agreed on the six characteristics of unit teaching. However, the responses indicated that they felt that each could be achieved in a different way. The responses indicate that 35 or 38.9 per cent felt that "one planned for a specific group of pupils in a participating school and for a definite time" characterizes a teaching unit; 50 or 55.6 per cent felt that the "ability to express oneself effectively, orally, and in writing; to understand the communication of others by listening and reading to calculate" as a characteristic of fundamental skills. To characterize the subject-matter unit, 30 or 33.3 per cent selected "focusing attention upon large bodies of information or subject matter to be acquired and understood, or 45 or 50.1 per cent felt that "consider individual differences" characterizes the experience unit; 33 or 36.7 per cent selected "here the unified principle lies within the body of the subject matter" as a characteristic of the content unit, and 25 or 27.8 per cent felt that "employing

the traditional methods of teaching while gathering organized knowledge" as a characteristic of the resource unit.

Summary.--The rank-order in which the respondents correctly identified the various characterizations of unit teaching was as follows: (1) Fundamental skills-ability unit to express oneself effectively, orally, and in writing; to understand the communication of others by listening and reading to calculate, (2) Experience unit-consider individual differences, (3) Subject matter unit-focus attention upon large bodies of information or subject matter to be acquired and understood and (4) Teaching unit-one planned for a specific group of pupils in a particular school and for a definite time, ranging in frequency and per cent of responses to the respective items from 50 or 55.6 per cent to 35 or 38.9 per cent.

The rank order of the characterization to which the respondents made incorrect identification was as follows: (1) Subject matter unit-characterized as one planned for a specific group of pupils in a particular school and for a definite time (2) Content unit-focus attention upon large bodies of information or subject matter to be acquired and understood (3) Resource unit-here the unified principle lies within the body of the subject matter, ranging in frequency and per cent of responses to the respective items from 20 or 22.2 per cent to 15 or 16.6 per cent.

A summary of the data in Table 2, page 49, would appear to indicate that these ninety (90) teachers had very little knowledge or understanding about the characterizations of unit teaching; for less than 50 per cent of them made correct responses to the items as compared to 57 per cent who made incorrect responses.

Methods involved in the patterns of unit teaching.—The data in Table 3, pages 55 and 56 show that of the seventeen concepts which pertain to unit teaching, the ninety teachers in the selected elementary schools of Metropolitan Atlanta, by their matched responses, identified the methodology which involves each concept. The extent to which each method is involved is identified in the paragraphs below.

Flexibility--The Blocks--The extent to which the ninety teachers identified "The Block" method as encompassing the seventeen concepts of unit teaching ranged from a low of 3 or 3.3 per cent for "Growth in knowledge skills, habit and attitudes," to a high of 33 or 36.7 per cent for the concept "New trends in the daily schedule." The other high ranking matched responses were: 22 or 24.4 per cent for the concept, "The practice of teaching in the Secondary School" and 15 or 16.7 per cent for the concept, "An attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner."

The other low ranking matched responses were: 5 or 5.6 per cent each for the concepts, "Should be organized around children's experiences in the community," "Demonstrate the method that utilizes realistic work project," "Place emphasis on the mastery of fundamental processes," "The child can best be educated as a whole, as a unit or organism," and "Children learn by doing."

The data in Table 3 show that the ninety teachers felt that each of the concepts of unit teaching was encompassed in the "Flexible--"Block" method of teaching. They differed widely in the extent to which each was involved. Among this particular group of teachers it appeared that they

held varied opinions and or beliefs concerning conceptions of unit teaching which may be developed from the "block" method of teaching. However, it is significant to note that only 37 per cent of these teachers indicated that they knew or understood that flexibility in time-block was a technique in developing the daily schedule.

Problem solving--The degree of variability in describing what concept or concepts of unit teaching may be developed from the "problem-solving" approach to teaching ranged from a low of 3 or 3.3 per cent for the concept, "should be organized around children's experiences in the community," to a high of 25 or 27.8 per cent for, "A method which involves the following steps, purposing, planning, executing and judging." The data also reveals that the ninety teachers identified only ten of the seventeen concepts as having the possibility of being developed from the problem-solving method. Of these ten, other high-ranking matched responses were: 17 or 17.9 per cent for the concept, "demonstrate the method that utilizes realistic work project," and 10 or 11.1 per cent for "unit teaching in the elementary school.

The other low ranking matched responses were 5 or 5.6 per cent each for the concepts; "An attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner," "Growth in knowledge, skills, habit and attitudes" and "New trends in the daily schedule."

The data indicate that this group of teachers were of the opinion that the "problem-solving approach to teaching would develop ten of the seventeen concepts of unit teaching. Their matched responses indicated that the method of problem solving tends to utilize realistic work

projects thus making the teaching-learning situation more meaningful.

It is surprising to note that only 18 per cent and 28 per cent of these teachers knew or felt the "problem-solving" technique involved Herbartian and work projects, respectively. It might be well inferred that just old teachers have a working acquaintance with the problem-solving procedure.

Unit method--The extent to which the ninety teachers identified the "unit method" as embracing the seventeen concepts of unit teaching ranged from a low of 1 or 1.1 per cent each for the concepts, "An attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner" and "cluster of educative experiences organized through pupil-teacher planning," to a high of 15 or 16.7 per cent for "should be organized around children's experiences in the community."

Other high ranking matched responses were: 14 or 15.6 per cent for "demonstrate the method that utilizes realistic work project" and 13 or 14.4 per cent for "a method which involves the following steps, purposing, planning, executing and judging."

Other low ranking matched responses were: 3 or 3.3 per cent for "place emphasis on the mastery of fundamental processes," and 4 or 4.4 per cent each for, "advocated teaching through natural experience," "introduce the activity program in this country," and "introduce socializing experiences and activities involving pupil interest into the schools of Massachusetts."

The data also revealed that from the matched responses of the teachers concerning the unit method of teaching, most of them were of

the opinion that from the unit method of teaching, the developments of unit conceptualizations which involve activities based on experiential background of the learner and activities which utilize realistic work projects were most characteristic of the unit method.

Gestalt.—The degree of variability in describing what concepts of unit teaching may be developed from the "Gestalt" method ranged from a low of 1 or 1.1 per cent for "an attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner," to a high of 44 or 48.9 per cent for the concept "the child can best be educated as a whole, as a unit or organism. Other high ranking matched responses were: 16 or 17.8 per cent for "children learn to do by doing" and 10 or 11.1 per cent for "designed to suggest a wide range of activities, materials, teaching techniques from which teachers may gain assistance in selecting units and activities and giving directions.

Other low ranking matched responses were: 2 or 2.2 per cent each for "advocated teaching through natural experiences," "demonstrate the method that utilizes realistic work project," and "introduce socializing experiences and activities involving pupil interest into the schools of Massachusetts."

The data also revealed that the majority of the teachers understood Gestalt and Organismic psychologists who emphasized the idea that mental life is not built up of tiny units of associations or specific connections or reflexes, but that it operates in larger units. According to Gestalt psychology, the mind responds to relationships, not to fixed stimuli. However the data revealed a doubt among 47 of the

teachers as to the Gestalt approach. This is evident from the other matched responses.

Experience unit--The extent to which the ninety teachers identified the experience unit as encompassing the seventeen concepts of a unit ranged from a low of 1 or 1.1 per cent for the concept, "an attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner," to a high of 31 or 43.4 per cent for the concept "place emphasis on the mastery of fundamental processes." There were no other high ranking matched responses. The other low ranking matched responses were: 2 or 2.2 per cent for the concept, "introduce socializing experiences and activities involving pupil interest into the schools of Massachusetts," 3 or 3.3 per cent for the concept "children learn to do by doing," and 5 or 5.6 per cent each for the concepts "new trends in the daily schedule" and "designed to suggest a wide range of activities, materials, teaching techniques from which teachers may gain assistance in selecting units and activities and giving directions."

From the matched responses, the data indicated that the teachers felt that only 7 of the 17 concepts of unit teaching could be developed from the use of an "experience unit." This was somewhat surprising in that there was not a check by the concepts "should be organized around children's experiences" and "advocated teaching through natural experiences."

Subject matter--The degree of variability in describing what concept or concepts of unit teaching may be developed from the "subject matter" approach to teaching ranged from a low of 1 or 1.1 per cent each

for the concepts: "the practice of teaching in the secondary school," "place emphasis on the mastery of fundamental processes" and "designed to suggest a wide range of activities, materials, teaching techniques from which teachers may gain assistance in selecting units and activities and giving directions;" to a high of 17 or 18.9 per cent for "new trends in the daily schedule." The other low ranking matched response was 5 or 5.6 per cent for "new trends in the daily schedule."

The majority of the teachers, according to their matched responses, were of the opinion that the subject matter approach could develop new trends in the daily schedule.

Other methods--The extent to which other methods could develop the seventeen concepts of unit teaching ranged from a low of 1 or 1.1 per cent for "introduce the activity program in this country," to a high of 33 or 36.7 per cent for "designed to suggest a wide range of activities, materials, and teaching techniques from which teachers may gain assistance in selecting units and activities and giving direction.

The methods involved in the patterns of unit teaching were widespread and varied according to the teachers' responses. Of the seventeen concepts listed, the teachers were of the opinion that all of the concepts could be developed by the use of the "flexible-time block" method of teaching. According to the data, 33 or 36.7 per cent felt that the concept "new trends in the daily schedule" could be developed from the flexible-time block approach; 25 or 27.8 per cent felt that "a method which involves purposing, planning, executing, and judging" could be developed by the problem-solving method; 14 or 15.6 per cent felt that "demonstrate the method that utilizes realistic work project"

was most characteristic of the unit method; 44 or 48.9 per cent felt that "the child can best be educated as a whole, as a unit or organism" is characteristic of the Gestalt approach; 31 or 43.4 per cent were of the opinion that "place emphasis on the mastery of fundamental processes" was characteristic of the experience unit approach; 17 or 18.9 per cent felt that "new trends in the daily schedule" was characteristic of the subject matter unit. Although some of the teachers, by their matched responses, felt that each of the concepts could be developed by one or two of the methods listed, they appeared to be most accurate with the Gestalt approach and resource unit than any other listed.

Too, it is significant to note that only 37 per cent of these teachers indicated that they knew or understood that flexibility in time block was a technique in developing the daily schedule; and only 18 per cent and 28 per cent of these teachers knew or felt the "problem-solving" techniques involved Herbartian and work projects, respectively. It might be well inferred that just all teachers have a working acquaintance with the problem-solving procedure.

Exponents Involved in the Patterns of Unit Teaching

Frances Parker's involvement.---The data in Table 4, pages 63 and 64 show that of the seventeen concepts which pertain to unit teaching, the ninety teachers in the selected elementary schools of Metropolitan Atlanta felt that Frances Parker was a major exponent of the concepts as identified below. The matching responses ranged from a low of 5 or 5.6 per cent each for the concepts of "a method which involves the following steps: purposing, planning, executing and judging;" and "demonstrate the method that utilizes realistic work projects;" to a high of

18 or 20 per cent for "establishes sound guide lines for the teacher in selecting a unit. The other high ranking matched responses were: 17 or 17.8 per cent each for "introduce socializing experiences and activities involving pupils' interest into the school of Massachusetts," and "the child can best be educated as a whole, as a unit or organism;" 15 or 16.7 per cent each for "place emphasis on the mastery of fundamental process," "cluster of educative experiences organized through pupil-teacher planning," and "design to suggest a wide range of activities, materials, teaching techniques from which teachers may gain assistance in selecting units and activities and giving direction."

The other low ranking matched responses were: 6 or 6.7 per cent each for "should be organized around children's experiences in the community," and "advocated teaching through natural experiences;" 7 or 7.8 per cent for "an attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner."

Bronson Alcott.--The extent to which the ninety teachers identified Bronson Alcott as being associated with the seventeen concepts listed in Table 4 ranged from a low of 3 or 3.3 per cent each for, "an attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner," and "unit teaching in the elementary school" to a high of 17 or 18.9 per cent for "demonstrate the method that utilizes realistic work projects." "introduce socializing experiences and activities involving pupils' interest into the schools of Massachusetts," and 14 or 15.6 per cent for "introduce the activity program in this country."

The other low ranking matched responses were: 5 or 5.6 per cent for "growth knowledge, skills, habits and attitudes," and 7 or 7.8 per cent for "the practice of teaching in the secondary school."

Pestalozzi.--The extent to which the ninety teachers identified Pestalozzi as being associated with the seventeen concepts ranged from a low of 1 or 1.1 per cent for "the child can best be educated as a whole, as a unit or organism," to a high of 28 or 31.1 per cent for "should be organized around children's experiences in the community." The other high matching responses were: 27 or 30 per cent for "advocated teaching through natural experiences," and 17 or 18.9 per cent for "introduce the activity program in this country."

The other low ranking matched responses were: 2 or 2.2 per cent for "unit teaching in the elementary school," and 5 or 5.6 per cent each for "the practice of teaching in the secondary school" and "growth, knowledge, skills, habits and attitudes."

Rousseau.--The data in Table 4, pages 63 and 64 show the extent to which the ninety teachers identified Rousseau as being associated with the seventeen concepts of unit teaching listed. The matching responses ranged from 1 or 1.1 per cent each for "an attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner," "should be organized around children's experiences in the community," and "new trends in the daily schedule," to a high of 17 or 18.9 per cent for "advocated teaching through natural experiences." The other high matching responses were: 12 or 13.3 per cent each for "unit teaching in the elementary school" and "demonstrate the method that utilizes realistic work projects."

The other low ranking matched responses were 3 or 3.3 per cent for "the child can best be educated as a whole, as a unit or organism;" and 6 or 6.7 per cent for "growth knowledge, skills, habits and attitudes."

Lavonne Hanna, Potter and Neva Hagaman.---The extent to which the ninety teachers identified Hannan et al as being associated with the seventeen concepts ranged from a low of 2 or 2.2 per cent each for "a method which involves the following steps: purposing, planning, executing and judging;" "growth, knowledge, skills, habits and attitudes;" and "demonstrate the method that utilizes realistic work projects;" to a high of 26 or 28.9 per cent for "unit teaching in the elementary school." The other high ranking matched responses were: 15 or 16.7 per cent for "introduce socializing experiences and activities involving pupils' interest into the schools of Massachusetts." The other low ranking matched responses were: 3 or 3.3 per cent each for "advocated teaching through natural experiences," and "the child can best be educated as a whole, as a unit or organism."

H. C. Morris.---The extent to which the ninety teachers identified H. C. Morris as being associated with the seventeen concepts ranged from a low of 1 or 1.1 per cent each for "unit teaching in the elementary school," "a method which involves the following steps: purposing, planning, executing and judging," "a child can best be educated as a whole, as a unit or organism" to a high of 20 or 22.0 per cent for "the practice of teaching in the secondary school." The other high ranking matched responses were: 12 or 13.3 per cent for "new trends in the daily schedule" and 11 or 12.2 per cent for "place emphasis on the mastery of fundamental processes." The other low ranking matched responses were:

2 or 2.2 per cent for "introduce the activity program in this country."

John Dewey.---The data in Table 4, pages 63 and 64 show that of the seventeen concepts which pertain to unit teaching, the ninety teachers in the selected elementary schools of Metropolitan Atlanta indicated by their matched responses that John Dewey was the major exponent of the concept, "children learn by doing." The matched responses for Dewey ranged as follows: 1 or 1.1 per cent each for, "the practice of teaching in the secondary school," "introduce socializing experiences and activities involving pupils' interest into the schools of Massachusetts;" 2 or 2.2 per cent for "establishes sound guide lines for the teacher in selecting a unit;" 8 or 8.9 per cent for "the child can best be educated as a whole, as a unit or organism;" and 32 or 35.6 per cent for "children learn to do by doing."

From the data, evidence of conflict, confusion, and areas of agreement were noticed. One should realize that the use of the term "unit" to describe methodology was done by Morrison. The seventeen characteristics of a unit as seen in Table 4 are based on subject matter; experience or process. However, the evidence in Table 4 points up that more and more the purposeful, active, organized problem-solving, social involvement in view of the position of Dewey, has become the accepted motion of unit teaching insofar as the responses of the ninety teachers have shown.

Daily time block in "unit operation".---The data on the daily time block in unit operation as indicated by the "true" and "false" responses to pertinent questions to which the ninety teachers responded in selected elementary schools of Metropolitan Atlanta are presented in Table 5, page 69.

TABLE 5

TEACHERS' RESPONSES TO THE DAILY TIME
BLOCK IN UNIT OPERATION

Items	True		False		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Topical units are to be constructed without considering how long the unit should last.	17	18.9	71	88.9	2	2.2
2. Topical units are usually organized to run six weeks.	45	50.0	40	44.4	5	5.6
3. The level of understanding does not matter in setting the length of the unit.	17	18.9	71	78.9	3	3.3
4. Topical units are more adaptable to science than to social sciences.	22	24.4	63	70.0	5	5.6
5. Topical units are usually constructed for and conducted in single daily teaching-learning situations.	35	38.9	50	55.6	5	5.6
6. Topical units are inherently associated with continuing class period.	60	66.7	25	27.7	5	5.6

True responses.--The true responses to the questions on the daily time block in unit operation ranged from a low each of 17 or 18.9 per cent for topical units to be constructed without considering how long the unit should last and that the level of understanding does not matter in setting the length of the unit to a high of 60 or 66.7 per cent for topical units being inherently associated with continuing class period. Other true responses which ranked high were as follows: 45 or 50.0 per cent for topical units organized to run six weeks, 35 or 38.9 per cent for topical units constructed for and conducted in single daily teaching learning situations. The other low ranking responses were: 22 or 24.4 per cent for topical units more adaptable to science than social sciences.

False responses.--The false responses to the daily time block in unit operation ranged from a low of 25 or 27.7 per cent for topical units being inherently associated with continuing class period to a high of 71 or 88.9 per cent each for topical units to be constructed without considering how long the unit should last and that the level of understanding does not matter in setting the length of the unit. Other false responses which ranked high were as follows: 63 or 70.0 per cent for topical units being more adaptable to science than to social sciences, 50 or 55.6 per cent for topical units being constructed for and conducted in single daily teaching learning situations. The other low ranking responses were: 40 or 44.4 per cent for topical units usually organized to run six weeks and 25 or 27.7 per cent for topical units being inherently associated with class periods.

No responses.--The no-responses ranged from 2 or 2.2 per cent to

4 for 5 or 5.6 per cent, and 3 or 3.3 per cent of the respondents not responding to the items.

Pupil achievement in unit teaching.--The data on pupil achievement in unit teaching as indicated by the "true" and "false" responses to pertinent questions to which the ninety teachers responded in selected elementary schools of Metropolitan Atlanta are presented in Table 6, page 72.

True responses.--The true responses to the questions on pupil achievement in unit teaching ranged from a low of 8 or 8.9 per cent for pupils not participating in self-evaluation to a high of 82 or 91.1 per cent each for the unit providing opportunities for the development of initiative, self-direction and responsibility and for evaluation being concerned with subject matter, attitudes, interests, work habits, physical development and personal social adjustment. Other high ranking responses were as follows: 80 or 88.9 per cent for the unit providing opportunities for the acquisition of useful information and skills through its use in meaningful situations, 77 or 85.6 per cent for newer instructional practices emphasizing the modification of behavior, continuous growth, simple learning and insight, 72 or 80.0 per cent for older instructional practices based on the idea that learning consisted primarily of the acquisition of knowledge and skills and evaluation was limited to parent and pencil tests, 69 or 76.7 per cent for unit teaching enabling pupils to develop effective skills in reading, writing and calculating.

False responses.--The false responses to pupil achievement in unit teaching ranged from a low of 5 or 5.6 per cent for evaluation

TABLE 6

TRUE-FALSE RESPONSES OF THE TEACHERS TO PUPIL
ACHIEVEMENT IN UNIT TEACHING

Items	True		False		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. The older instructional practices were based on the idea that learning consisted primarily of the acquisition of knowledge and skills, and evaluation was limited to parent and pencil tests.	72	80.0	15	16.7	2	2.2
2. The unit provides opportunities for the development of initiative, self direction, and responsibility.	82	91.1	6	6.6	2	2.2
3. The unit provides opportunities for the acquisition of useful information and skills through its use in meaningful situations.	80	88.9	8	8.88	3	3.3
4. Newer instructional practices have emphasized the modification of behavior, continuous growth, simple learning, and insight.	77	85.6	13	14.4	6	6.7

TABLE 6--Continued

Items	True		False		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
5. Unit teaching enables pupils to develop effective skills in reading, writing, and calculating.	69	76.7	8	20.0	3	3.3
6. Pupils should not participate in self-evaluation.	8	8.9	82	91.1
7. Evaluation is concerned with subject matter, attitudes, interests, work habits, physical development, and personal social adjustment.	82	91.1	5	5.6	3	3.3

being concerned with subject matter and social adjustment to a high of 82 or 91.1 per cent for pupils not participating in self-evaluation. There were no other high ranking responses. Other low ranking responses were: 15 or 16.7 per cent for older instructional practices, to parent and pencil tests, 13 or 14.4 per cent for newer instructional practices emphasizing the modification of behavior and insight, 2 of 8 or 8.88 per cent for the unit providing opportunities for the acquisition of useful information and calculating, 6 or 6.7 per cent for the unit providing opportunities for the development of initiative, self direction and responsibility.

No response.--The no-responses to the question of pupil achievement in unit teaching ranged from a low with 2 for 2 or 2.2 per cent to a high of 6 or 6.7 per cent with 3 for 3 or 3.3 per cent of the respondents not responding to the items.

Objectives of unit teaching.--The data on the objectives of unit teaching as indicated by the "true" and "false" responses to pertinent questions to which the ninety teachers responded in selected elementary schools of Metropolitan Atlanta are presented in Table 7, page 75.

True responses.--The true-responses to the questions on the objectives of unit teaching ranged from a low of 6 or 6.7 per cent for "The integration of activities of unit teaching" to a high of 73 or 81.1 per cent for "The most important factor in the unit teaching procedure is the versatility of the teacher." The other high ranking responses was 71 or 78.9 per cent for the "problem" project situation. Other responses were: 27 or 30.0 for "Unit teaching not providing for individual differences to a greater extent than does the project procedure" and 10 or 11.1 per cent for "Unit teaching not providing full opportunity for the development of skills in organizing thought and materials."

False responses.--The false-responses to the questions "objectives of unit teaching" ranged from a low of 14 or 15.6 per cent for the most important factor in the unit teaching procedure to a high of 83 or 92.2 per cent for "The integration of activities are not being inherent aims." Other ranking responses were as follows: 2 for 79 or 87.8 per cent, the first being unit teaching not providing full opportunity and the second being for the problem, project and unit, 63 or 70.0 per cent for unit teaching not providing for individual differences to a greater extent than does the project procedure.

TABLE 7

TEACHERS' OPINIONS OF THE OBJECTIVES
OF UNIT TEACHING

Objectives of Unit Items	True		False		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Unit teaching does not provide for individual differences to a greater extent than does the "project" procedure.	27	30.0	63	70.0		
2. The integration of activities and learning experiences are not inherent aims of unit teaching.	6	6.7	83	92.2	1	1.1
3. Unit teaching provides for the fullest utilization of community resources	63	70.0	27	30.0		
4. Unit teaching does not provide full opportunity for the development of skills in organizing thought and materials.	10	11.1	79	87.8	1	1.1
5. The problem, "project," and "unit" place emphasis upon the same psychological and methodological principles in teaching-learning situations.	71	78.9	79	87.8	1	1.1
6. The most important factor in the unit teaching procedure is the versatility of the teacher.	73	81.1	14	15.6	3	3.3

No responses.--The no-responses ranged from 3 for 1 or 1.1 and 3 or 3.3 per cent of the respondents not responding to the items.

Major functions of unit teaching.--The data on major functions of unit teaching as indicated by the "true" and "false" responses to pertinent questions to which the ninety teachers responded in selected elementary schools of Metropolitan Atlanta are presented in Table 8, page 77.

True responses.--The true-responses to the questions on the major functions ranged from a low of 25 or 27.8 per cent for children having limited experiences in democratic living during the course of a unit of work to a high of 86 or 95.6 per cent for the school having a definite part to play in the socialization of the child. Other high ranking responses were: 82 or 91.1 per cent for "Individual differences in the classroom inferior" and 60 or 66.7 per cent for "It is the value democracy holds to be important that determines the direction of the change in human behavior which democratic schools hope to achieve." The other responses were 33 or 36.7 per cent for "Traditional trends in teaching are promised on the theory that each child is an individual."

False responses.--The false-responses to the questions on major functions of unit teaching ranged from a low of 3 or 3.3 per cent for the school having a definite part to play in the socialization to a high of 62 or 68.9 per cent for during the course of a unit of work children have limited experiences in democratic living. The other high ranking response was 53 or 58.9 per cent for traditional trends in teaching are promised on the theory that each child is an individual. Other ranking responses were: 28 or 31.1 per cent for "It is the value which democracy

TABLE 8
MAJOR FUNCTIONS OF UNIT TEACHING

Items	True		False		No Response	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. The school has a definite part to play in the socialization of the child.	86	95.6	3	3.3	1	1.1
2. Individual differences in the classroom can be respected without making some children feel superior and others inferior.	82	9.1	8	8.8		
3. Education means the improving of the quality of living.	59	65.5	28	31.1	3	3.3
4. Traditional trends in teaching are premised of the theory that each child is an individual.	33	36.7	53	58.9	4	4.4
5. It is the value which democracy holds to be important that determines the direction of the change in human behavior which democratic schools hope to achieve.	60	66.7	28	31.1	2	2.2
6. During the course of a unit of work children have limited experiences in democratic living.	25	27.8	62	68.9	3	3.3

holds to be important that determines the direction of the change in human behavior which democratic schools hope to achieve;" 28 or 31.1 per cent for "Education means the improving of the quality of living" and 8 or 8.8 per cent for "Individual differences in the classroom can be respected without making some children feel superior and others inferior."

No responses.---The no-responses ranged from 1 or 1.1 per cent to 4 or 4.4 per cent, with 2 for 3.3, and 2 or 2.2 per cent of the respondents not responding to the items.

Philosophy of unit teaching.---The ninety teachers in the selected schools were asked, according to their opinion, to identify the appropriate definition or characterizations of the philosophies of unit teaching by matching the definitions with the specific principles which are parallel to them. The data in Table 9, page 79 indicate their reactions.

Function of public school.---One of the specific principles of a unit listed was "Function of public school." According to the data in Table 9, page 78, the matched responses of the teachers indicated the extent to which each of the four characterizations of philosophies of unit teaching was identified as being parallel to the function of public schools ranged from a low of 6 or 6.7 per cent for "Respect the self-confidence and integrity of the individual child" to a high of 40 or 44.4 per cent for "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status." The other high ranking matched-responses was 33 or 36.7 per cent for "Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and the habit of using democratic processes. The other low ranking

TABLE 9

OPINIONS OF THE NINETY TEACHERS IN SELECTED SCHOOLS OF ATLANTA
CONCERNING THE PHILOSOPHY OF UNIT TEACHING

Items	Function of Public School		Specific Principles of Unit						No Response	
			Application of Principle		Modern Teaching		Dewey's Philosopher			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Stressed the interest approach to learning as an individual and continuous process and emphasized problem-solving.	8	8.9	25	27.8	25	27.8	29	32.2	3	3.33
2. Means that each child has the opportunity to grow to his full mental, emotional physical and social status.	40	44.4	18	20.0	11	12.2	20	22.2	1	1.1
3. Respect the self-confidence and integrity of the individual child.	6	6.7	20	22.2	32	35.6	31	34.4	1	1.1
4. Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and the habit of using democratic processes.	33	36.7	27	30.0	30	22.2	10	11.1		

matched response was 8 or 8.9 per cent for "Stressed the interest approach to learning as an individual and continuous process and emphasized problem-solving.

Application of the democratic principle.--The extent to which the ninety teachers identified the four characterizations of the philosophy of unit teaching as being paralleled to the "application of the democratic principle" ranged from a low of 18 or 20 per cent for "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status," to a high of 27 or 30.0 per cent for "Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and habit of using democratic processes." The other low ranking matched responses were 20 or 22.2 per cent for "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status."

Modern teaching.--The extent to which the ninety teachers identified the four characterizations of the philosophy of unit teaching as being parallel to "Modern teaching," ranged from a low of 11 or 12.2 per cent for "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status," to a high of 32 or 35.6 per cent for "Respect the self-confidence and integrity of the individual child." The other ranking matched responses were: 30 or 22.2 per cent for "Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and the habit of using democratic processes;" and 25 or 27.8 per cent for "stressed the interest approach to learning as an individual and continuous process and emphasized problem-solving."

Dewey's philosophy.---The extent to which the ninety teachers identified Dewey's philosophy as being paralleled to the definitions of the philosophy of unit teaching, ranged from a low of 10 or 11.1 per cent for "Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and the habit of using democratic processes," to a high of 31 or 34.4 per cent for "Respect the self-confidence and integrity of the individual child." Other matched responses were: 29 or 32.2 per cent for "Stressed the interest approach to learning as an individual and continuous process and emphasized problem-solving;" and 20 or 22.2 per cent for "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status."

The data in Table 9, page 79 indicate that the opinions of the teachers concerning the characterization of the philosophy of unit teaching were varied. The extent to which the largest amount of the ninety teachers identified the specific principles of a unit with the definition of the philosophy of unit teaching were: 40 or 44.4 per cent felt that "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status" was parallel to "Function of public school;" 27 or 30.0 per cent felt that, "Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and the habit of using democratic processes" was parallel to "Application of the democratic principle;" 32 or 35.6 per cent felt that "Respect the self-confidence and integrity of the individual child" was parallel to "Modern teaching" and 31 or 34.4 per cent felt that "Respect the self-confidence and integrity of the individual child" was paralleled to the Dewey philosophy.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introductory statement.---Almost everyone is in agreement that the curriculum ceases to be functional in the lives of boys and girls if it is not centered upon life situations and if it does not give them understanding and competence needed in a highly technological, specialized, and interdependent world characterized by rapid and often cataclysmic change. A curriculum design to meet the needs of children today must of necessity be very different from that offered in the schools many years ago, for the world today is a different world, posing different problems and requiring different skills and knowledges. What are the characteristics of our society which have curriculum implications? What knowledges and competences must children possess to live in today's world? What changes in society necessitates curriculum revision? Should the schools merely transmit the culture or should they help boys and girls accept and direct change so that a better world may be developed? These are the questions teachers and curriculum consultants must answer as they plan units of work for boys and girls if the units are to be functional and meaningful to children.¹

Hanna, op. cit., p. 3.

Units of work form the heart or core of the modern elementary school program. Units cannot be wisely chosen or organized into a scope and sequence pattern nor can the learning experiences which make up the units of work be determined without a thorough consideration of (1) the needs and problems of contemporary society; (2) the growth characteristics of children; (3) the nature of the learning process and the research on how learning takes place; and (4) the values inherent in a democratic culture.

Through the development of units of work, projects, and other purposeful experiences, children are encouraged to see various undertakings through from beginning to end. Conditions are provided which stimulate the whole hearted concentration of attention and effort in the pursuit of goals which have been accepted as challenging and worthwhile by the group.

Pupils and teachers are approaching their work with thoughtful and scientific attitudes. They are exemplifying the spirit of research; the open minded and tolerant, yet critical and persistent, search for truth.¹

Procedures like styles come and go. It costs money to dress in style, but we save money, time and energy when we use the best educational procedures. Procedures have undergone a long process of development. Many past methods were based on improved hypotheses. Some teachers have always been too ready to change to something new, unique or interesting; others have feared change and attempted to stem the tide

¹Hockett, op. cit., p. 14.

by holding tenaciously to methods which they had learned during student days.¹

In recognizing the inadequacies of prevailing classroom practices, various leaders of educational thought have formulated plans for the organizing and teaching of learning units which are more comprehensive in scope than those utilized in the daily recitation. Some of the early unit plans attracted considerable attention, and a few won fairly wide acceptance. They failed to become the predominant classroom practice because of the prevailing stimulus-response concept of learning, with its emphasis upon the mastery of isolated bits of knowledge rather than upon the total patterns of learning.

Statement of the problem.--The major problem involved in this study was to analyze the opinions about and/or attitudes toward unit teaching procedures which are held by a selected group of elementary school teachers in public, private, and parochial schools in the Metropolitan Atlanta Area.

Limitation of the study.--The major limitation of this study was the question as to the extent of the authenticity and accuracy of the opinions expressed by the respondents to the items on the questionnaire used to collect the data.

Statement of purpose.--The major purpose of this study was to determine the nature and extent of the opinions about and/or attitudes toward unit teaching procedures which are held by public, private and parochial elementary school teachers in the Metropolitan Atlanta Area.

More specifically, the purpose of this study was to ascertain the

¹Adams, op. cit., p. 129.

opinions of elementary school teachers on the following aspects of unit teaching.

1. The nature of unit teaching at the elementary school level.
2. The types of unit and unit teaching procedures to be used at the elementary school level.
3. The difference between content units and teaching units at the elementary school level.
4. The difference in the type of units to be used in the respective subject matter areas.
5. The daily time-block required for effective use of unit teaching methodologies.
6. The topical time-block required for effective use of unit teaching methodologies.
7. The differentiation in unit content required to provide individual differences in pupil ability and pupil centered interest.
8. The philosophy inherent in unit teaching.
9. The objectives to be sought in the use of unit teaching methodologies.
10. The methods of determining pupil achievement and/or development in unit teaching situations.
11. The implications if any, for improved teacher effectiveness and pupil learning as may be derived from the data.

Definition of terms.--For the purpose of this study, the terms characterized below carried the meaning as ascribed to them:

1. "Attitudes"--Experienced qualities known as feeling tones which are individual and personal, related to and affects

the way a person thinks or behaves in any situation.¹

2. "Opinion"--A belief, judgment, idea, impression, sentiment, or notion that has not been conclusively proved and lacks the weight of carefully reasoned judgment or certainty of conviction.²
3. "Parochial"--Strictly, a school supported by a parish and serving the children of the parishioners, a school conducted by some church or religious group, usually without tax support.³
4. "Public school"--A school, usually of elementary or secondary grades, organized under a school district of the state, supported by tax revenue, administered by public officials, and open to all.⁴
5. "Private school"--A school that does not have public support, and one that is not controlled by public officials.⁵
6. "Unit teaching"--Refers to the plan developed with respect to an individual classroom, by an individual teacher to guide the instruction of a unit of work to be carried out by a particular class or group of learners.⁶

Recapitulation of the research design.--The significant aspects of the research design are set forth below:

1. Locale of the study--The locale of this study was selected public, private, and parochial elementary schools and their teachers in the Metropolitan Atlanta area. Specifically the school centers used in the study are: (a) William J. Scott (Atlanta Public School); (b) Robert Shaw (Avondale

¹Crow and Crow, op. cit., p. 80.

²Good, op. cit., p. 385.

³Ibid., p. 431.

⁴Ibid., p. 431.

⁵Ibid., p. 385.

⁶Ibid., p. 587.

Estates, Dekalb County); (c) Haugabrooks Academy (Atlanta Private School); and (d) Our Lady of Lourdes (Atlanta Parochial School).

2. Period of the study--The period of this study was the 1965-1966 school year.
3. Method of research--The Descriptive-Survey Method of Research, employing the specific technique of the questionnaire, was used to collect the requisite data.
4. Subjects--The subjects used in this study was a selected group of elementary teachers employed in the Scott Elementary School, Shaw Elementary School, Haugabrooks Academy, and Our Lady of Lourdes School during the school year 1965-1966.
5. Procedural steps--The procedural steps used in the conduct of this research were:
 - a. A survey of the related literature was made and a report of it incorporated in the thesis copy.
 - b. Permission to conduct the study was secured from the proper school officials.
 - c. The questionnaire, which was the basic means for collecting data, was designed and validated under the supervision of staff members of the School of Education, Atlanta University.
 - d. The data derived from the usable returned questionnaire copies were assembled into appropriate tables as dictated by the purposes of the study.

- e. The data were statistically treated with reference to frequency and per cent of responses to the respective questionnaire items.
- f. The findings, conclusions, implications, and recommendations derived from the analysis and interpretation of the data were formulated and written up for inclusion in the finished thesis.

Summary of related literature.--The literature pertinent to this study is summarized in the paragraphs below.

The term unit has been used to mean many types of things. In teaching it is generally understood to be connected with experience and subject matter. Some authors recognized the variation in definition of the unit and the lack of a definition in the use of the term. They indicated that the unit will continue to be described as a section of subject matter which included many related subject materials. The unit as described by Heffernan and Potter is a rich, challenging experience arousing curiosity, stimulating interests, fostering the solution of problems, motivating creative expression, and involving materials from several fields of human knowledge. Morrison describes a unit as a comprehensive and significant aspect of the environment, of an organized science, of an art, or a conduct which being learned results in an adaption in personality.

The unit has also been defined as a succession of educational experiences arranged around a learner's problem, using essential subject matter and material and resulting in the solution of the problem and in acquisition of learning outcomes inherent in the experiences. The unit has been characterized as emphasizing comprehensiveness, breadth,

coordination and interest. It is also a division of subject matter, which when learned, gives insight into or a mastery over some aspect of living.

The types of units found in the literature were: teaching and learning units, resource unit, unit of unplanned experience, unit of purpose, experience, subject matter unit, resource unit, and experience unit. A unit, then, is a core of experiences, related subject matter, or both which generally comprises problems, projects, activities and practices vital to its mastery, and which contributes materially to the development of the learner's understanding, appreciation, and adaptation.

The philosophy of unit teaching has been expressed as: stressing the interest approach to learning; clarifying the concept of learning as an individual and continuous process; and emphasizing the school's responsibility for making it possible for children to get valuable social education by participating as useful members of a social group.

The objectives for unit teaching should be: clearly stated, limited to those objectives that the school has a reasonable chance of achieving, understood and accepted by teachers, pupils and parents, reflect social need as pupil ability and interest, have unity and internal consistency, and be susceptible of evaluation.

Influence on the development of the sequential steps in unit teaching dates back to Herbart and Morrison: The Herbartian steps of unit teaching are:

1. Preparation and receiving new ideas

2. Clear presentation of ideas
3. Association of ideas
4. Classification of ideas
5. Application of ideas

The Morrison steps are:

1. Exploration for the field to be studied
2. Preparation of findings
3. Assimilation
4. Organization of materials
5. Recitation

The characteristics of the unit as given by various writers are more alike than is first apparent. In the first place all recognized a core or theme around which classwork of pupil experiences and the like are organized.

There are many types of units--but one unit, the resource unit, is a written document containing a collection of materials, resources and activities organized around a given topic or problem which a teacher uses in planning and developing a unit of work with his students. A resource unit is pre-planned and is not designed to serve as a ready teaching unit. Materials and ideas found in resource units are placed there by individuals or committees that develop the unit because of the belief that they are likely to be helpful to any teacher who is planning instruction in the area designated by the topic.

Many persons are credited with the development of the philosophy of unit teaching. The first decades of the twentieth century experienced the spreading of John Dewey's ideas about education. He was epitomized by the 100 per cent mastery principle and the pretest, teach and retest

formula in the operation of unit teaching.

Summary of basic findings.--The findings which follow were drawn directly from the interpretation of the data as collected in this study.

Nature and Purpose of Unit Teaching

Table 1

The data indicated that the teachers held various opinions about the nature and purpose of unit teaching and that there was considerable range among features and points of emphasis. This appeared evident by the high incidence of true responses to items 5, 7, and 2 respectively; "subject-matter units are of various types, such as topical content, resources or problem approach;" "the activity curriculum places emphasis upon things to be done which vitalize and/or enrich the teaching-learning situation," and "Gestalt psychology believes that the parts of a learning situation have separate meaning and are not related to the whole."

Characterization of Unit Teaching

Table 2

The data indicated that the ninety teachers concurred on the six characteristics of unit teaching. However, the responses indicated that each could be achieved in a different way. The data revealed that 35 or 38.9 per cent felt that "one planned for a specific group of pupils in a participating school and for a definite time" characterizes a teaching unit; 50 or 55.6 per cent felt that, "the ability to express oneself effectively orally and in writing; to understand the communication of others by listening and reading to calculate," as a characteristic of fundamental skills. To characterize the subject matter unit,

30 or 33.3 per cent selected "focusing attention upon large bodies of information or subject matters to be acquired and understood;" 45 or 50.1 per cent felt that "consider individual differences" characterizes the experience unit; 33 or 36.7 per cent selected "here the unified principle lies within the body of the subject matter as a characteristic of the content unit;" and 25 or 27.8 per cent felt that "employing the traditional methods of teaching while gathering organized knowledge" as a characteristic of the resource unit.

Methods Involved in the Patterns of Unit Teaching

Table 3

The methods involved in the patterns of unit teaching were widespread and varied according to the matched responses of the teachers. Of the seventeen concepts listed; the teachers held that all of the concepts could be developed by the use of the "flexible-time block" method. According to the data, 33 or 36.7 per cent felt that the concept "new trends in the daily schedule" could be developed from the flexible time block approach; 25 or 27.8 per cent felt that "a method which involves purposing, planning, executing and judging" could be developed by the problem-solving method; 14 or 15.6 per cent felt that "demonstrate the method that utilizes realistic work projects" was most characteristic of the unit method; 44 or 48.9 per cent felt that "the child can best be educated as a whole, as a unit or organism" is characteristic of the Gestalt approach; 31 or 43.4 per cent were of the opinion that "place emphasis on the mastery of fundamental processes" was characteristic of the experience unit approach; 17 or 18.9 per cent felt that "new trends in the daily schedule" was characteristic of the subject matter unit.

Although, some of the teachers, by their matched responses, felt that each of the concepts could be developed by one or two methods listed, they appeared to have been most accurate with the Gestalt approach than any other listed.

Exponents Involved in the Patterns of Unit Teaching

Table 4

The data showed that of the seventeen concepts which pertain to unit teaching, the ninety teachers in the selected elementary schools of Atlanta felt that the following men were major exponents of the concepts as identified, to wit: Frances Parker as an exponent of "Establishes sound guide lines for the teacher in selecting a unit;" Bronson Alcott as an exponent of "Introduce the activity program in this country;" Pestalozzi as an exponent of the concept "should be organized around children's experiences in the community;" Rousseau as an exponent of the concept, "Advocated teaching through natural experiences;" Lavone, Hanna et al. as exponents of the concept "Unit teaching in the elementary school;" H. C. Morris as an exponent of the concept "the practice of teaching in the secondary school;" and John Dewey as an exponent of the concept "the child can best be educated as a whole, as a unit or organism."

Daily Time Block in Unit Operation

Table 5

The teachers' responses to daily time-block in unit operation indicated that they held the opinion that of the six statements listed 60 or 66.7 per cent felt that "topical units are inherently associated with continuing class periods;" and 45 or 50 per cent felt that "topical

units are usually organized to run six weeks." Too, 35 or 38.9 per cent felt that "topical units are usually constructed for and conducted in single daily teaching learning situations;" and 22 or 24.4 per cent held that "topical units are more adaptable to science than to social science."

An overwhelming majority of 71 or 88.9 per cent felt that "topical units are to be constructed according to a prescribed time element and that the level of understanding does matter in setting the length of the unit."

Pupil Achievement in Unit Teaching

Table 6

Of the seven statements listed which pertain or do not pertain to pupil achievement in the unit teaching situation, 82 or 91.1 per cent felt that the unit provides opportunities for the development of initiative, self direction and responsibility; and evaluation is concerned with subject-matter, attitudes, interests, work habits, physical development, and personal-social adjustment. The data also indicated that 80 or 88.9 per cent felt that the unit provides opportunities for the acquisition of useful information and skills through its use in meaningful situations. They agreed overwhelmingly with all the statements with the exception of number 6. Eighty-two or 91.1 per cent marked "false" for the statement "pupils should not participate in self-evaluation."

Objectives of Unit Teaching

Table 7

The responses of the teachers to the trueness or falseness of the six statements listed as objectives of a unit indicate that 73 or 81.1 per cent felt that the statement, "the most important factor in

the unit teaching procedure is the versatility of the teacher" was true. The matched true responses of 71 or 78.9 per cent was for "the 'problem,' 'project,' and 'unit' place emphasis upon the same psychological and methodological principles in teaching-learning situations."

Major Functions of Unit Teaching

Table 8

Of the six statements listed as being major functions of unit teaching the matched true responses of 86 or 95.6 per cent were for "The school has a definite part to play in the socialization of the child;" and 82 or 91.1 per cent were for "Individual differences in the classroom can be respected without making some children feel superior and others inferior." There were 60 or 66.7 per cent for "It is the value which democracy holds to be important that determines the direction of the change in human behavior which democratic schools hope to achieve."

Philosophy of Unit Teaching

Table 9

The data indicate that the opinions of the teachers concerning the characterization of the philosophy of a unit were varied. The extent to which the largest amount of the 90 teachers identified the specific principles of a unit with the definitions of the philosophy of unit teaching was: 40 or 44.4 per cent felt that "Means that each child has the opportunity to grow to his full mental, emotional, physical and social status" was parallel to "Function of public school;" 27 or 30.0 per cent felt that, "Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical

responsibility for their preservation and the habit of using democratic processes" was parallel to "Application of the democratic principle;" 32 or 35.6 per cent felt that "Respect the self-confidence and integrity of the individual child" was parallel to "Modern teaching," and 31 or 34.4 per cent felt that "Respect the self-confidence and integrity of the child" was parallel to the Dewey philosophy.

Conclusions.--The analysis and interpretation of the data on the opinions of ninety teachers, at selected schools in Atlanta, Georgia, concerning unit teaching would appear to warrant the following conclusions:

1. All of the teachers were familiar with and had employed a method of teaching called unit teaching.
2. The teachers were acquainted with the nature and purposes of unit teaching.
3. The teachers felt that unit teaching is organized around a specific theme, and is featured by the achievement of democratic and group value.
4. The types of unit teaching procedures to be used at the elementary school level varied according to the opinions of the teachers.
5. The teachers felt that content unit and teaching units differed in that teaching units plan for a specific group of pupils for a definite time.
6. The teachers felt that topical units were inherently associated with continuing time periods and that the daily time-block should concern itself with the length of the unit.

7. Unit teaching provide opportunities for the development of initiative, self-direction and responsibility; and for evaluation being concerned with subject matter, attitudes, interest, work habits, physical development and personal social adjustment.
8. The objectives of a teaching unit were listed as:
 - (a) To provide for the integration of activities.
 - (b) To provide for the fullest utilization of community resources and
 - (c) To provide for individual differences, thus fostering the interests of children.

Implications.--The implications for educational theory and practice that grew out of the study are given below:

1. Teachers employ the unit teaching method more than the other methodologies.
2. Teachers are cognizant of the objectives and underlying philosophies of unit teaching.
3. Teachers have some understanding of the principles of unity underlying unit teaching as they are found in the writings of the Herbartian, Kilpatrick and Morrison.

Recommendations.--It is felt that the results of this study would warrant the following recommendations:

1. Teachers proficient in unit teaching be selected for beginning teachers to observe.
2. Periodic intervisitation and observation should be provided in order to bring back and/or exchange the newest ideas available.

3. Continued efforts be made, by the colleges, to resolve all uncertainties in the teacher education programs about unit teaching.
4. It is suggested that this or a similar technique be used to examine unit teaching in other systems to see what differences in practice obtain.
5. It may be recommended finally that further study of teacher's opinions and attitudes toward unit teaching procedures and practices in elementary schools be made in order to note any change in their ideas, attitudes and opinions.

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Selected Teacher of the year--Gwinnett County, 1955.

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APPENDIXES

APPENDIX A

Cover Letter

2984 Collier Dr., N. W.
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Dear Colleague:

The successful completion of a thesis is one of the requirements for a Master's degree from the School of Education, Atlanta University. In an effort to meet this requirement, I am engaged in a study entitled, "An Analysis of Opinions and Attitudes About Unit Teaching Methodology As Expressed by Selected Teachers in Elementary, Public, Private, and Parochial schools." It is in this connection I am requesting your assistance. I want your opinion about certain aspects of the Unit Teaching Method. Please observe that a copy of an opinionnaire has been attached to this letter. Your execution of this opinionnaire is what is needed. You may be assured that I shall be sincerely appreciative for this help. You may also be assured that all information supplied will be treated as confidential. It is my hope that this study will be completed within the next year and that the results will be made available through the Trevor Arnett Library, Atlanta University, to all who are interested in knowing such.

An appropriate envelope has been enclosed in this communication for you to use in returning the opinionnaire, and I do hope you will be kind enough to execute the copy immediately and return it to me.

Very gratefully yours,

(Mrs.) Bernice Farley Thompson

Enclosures: (2)

APPENDIX B

ANALYSIS OF OPINIONS AND ATTITUDES ABOUT "UNIT TEACHING" METHOD- LOGY EXPRESSED BY SELECTED TEACHERS IN ELEMENTARY, PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

AN OPINIONNAIRE

General Directions

This is an opinionnaire pertaining to the nature of "Unit Teaching." The opinionnaire is divided into sections and requires a thorough and comprehensive study of each item before giving an answer to it. In each section, please do as directed.

This opinionnaire is to be filled out by selected teachers in certain elementary, public, private, and parochial schools in the Metropolitan Atlanta Area.

This opinionnaire has been constructed to require a minimum of time in filling out the form. Further, this opinionnaire has been constructed so as to require easily made direct and specific answers by a check-mark (X) to each specific question.

And, too, many sincere thanks for your co-operative participation in this study which, it is hoped, will provide worthwhile information about the typical classroom teacher's opinions and/or beliefs about unit teaching.

Section I

Purpose (Nature) of Unit Teaching

This section of the opinionnaire items which pertain to the nature and/or purpose of "unit teaching."

Directions--Below, there is an array of "true" and "false" statements. Before each statement indicate with a "T" in the parenthesis, if it is true; and with an "F", if the statement is false.

True or False

- () 1. Unit teaching procedures are more comprehensive in scope than other methods of teaching.
- () 2. Gestalt psychology holds that the total learning situation is determined not merely by the sum of elements which comprise it but rather by the relationship which exists among different parts.
- () 3. Gestalt psychology believes that the parts of a learning situation have separate meaning and are not related to the whole.
- () 4. The unit of work is an educational panacea.
- () 5. Subject-matter units are of various types such as topical, content, resource, or problem-approach.
- () 6. All activity movements stress the organization of the curriculum into some types of units.
- () 7. The activity curriculum places emphasis upon things to be done which vitalize and/or enrich the teaching-learning situation.
- () 8. The core curriculum developed as a reaction against the piece-meal learnings accumulated from separate subjects.

Matching

Directions--Below, are several items relative to the nature of unit teaching. Statements in Column I are to be matched with the correct word or phrase from Column II by inserting in the blank in Column I the alphabetical symbol from Column II which you think matches it.

Column I

Column II

_____	Should be related to scope and sequence which has been designated for level or grade.	a. Unit
_____	Is used for determining the extent to which the objectives of the unit are being realized.	b. Community
_____	Furnishes a laboratory from which children can get many first-hand experiences.	c. Educational Publications
_____	Stresses the organization of the curriculum into some kind of units; whatever appreciation, attitude, or skill is to be learned, that is the unit.	d. Evaluation
_____	Includes references and materials on many kind of units.	e. Experience Unit
_____	Learning experiences with numerous and varied learning activities in which subject functions as a means and end.	f. Activity Movement g. Types of Units h. Resource

Section II

Principles Pertaining to the Unit

The items in this section of the opinionnaire pertain to the principles of "unit teaching."

Directions--Below, are listed in Column I the principles which pertain to the "unit," and in Column II are listed pioneer workers and organizational patterns related to the Unit Methodology. Match the statement in Column I by placing the alphabet in Column II in the appropriate blank space before Column I.

Column I

Column II

_____	The practice of teaching in the secondary school.	a. Flexibility in time block
-------	---	------------------------------

Column I

Column II

—	An attempt to integrate and arrange the curriculum so that the child can achieve mastery of the desired objectives in a meaningful and permanent manner.	b. Francis Parker
—	Unit teaching in the elementary school.	c. Bronson Alcott
—	A method which involves the following steps: purposing, planning, executing, and judging.	d. Postaloizzi
—	Growth in knowledge, skills, habits and attitude.	e. Rousseau
—	Should be organized around children's experiences in the community.	f. Elementary school Curriculum
—	Advocated teaching through natural experience.	g. Criteria for evaluating a Unit
—	Demonstrates the method that utilizes realistic work projects	h. Problem Solving
—	Introduce the activity program in this country	i. Lavone Hanna, Gladys Potter, and Neva Hagaman
—	Introduced socializing experiences and activities involving pupil interests into the schools of Massachusetts.	j. Unit Method
—	New trends in the daily schedule.	k. H. C. Morrison
—	Places emphasis on the mastery of fundamental processes.	l. Gestalt
—	Cluster of educative experiences organized through pupil-teacher planning.	m. Experience Unit
—	Designed to suggest a wide range of activities, materials, teaching techniques from which teachers may gain assistance in selecting units and activities and giving directions	n. Resource Unit

Column I

Column II

- | | |
|--|---|
| <p>_____ The child can best be educated as a whole, as a unit or organism.</p> <p>_____ Children learn by doing.</p> <p>_____ Establishes sound guide lines for the teacher in selecting a unit.</p> | <p>o. Subject Matter</p> <p>p. John Dewey</p> <p>q. Scope and Sequence Chart</p> <p>r. Methods</p> <p>s. Objectives</p> |
|--|---|

Section III

Characterizations of Unit Teaching Methodology

Directions--Below, in Column I, are listed definitions or characterizations of significant terms connected with unit teaching which are listed in Column II. Match the definition in Column I by inserting in the blank space before it the appropriate form in Column II which applies to it.

Column I

Column II

- | | |
|---|--|
| <p>_____ One planned for a specific group of pupils in a particular school, and for a definite time.</p> <p>_____ Focuses attention upon large bodies of information or subject matter to be acquired and understood.</p> <p>_____ Ability to express one's self effectively, orally, and in writing, to understand the communications of others by listening and reading to calculate.</p> <p>_____ Here the unified principle lies within the body of subject matter.</p> | <p>a. Teaching Unit</p> <p>b. Fundamental Skills</p> <p>c. Subject-matter Unit</p> <p>d. Descriptive</p> |
|---|--|

Column I

Column II

—	Employs the traditional method of teaching while gathering organized knowledge.	e. Content
—	Considers individual differences, interest, abilities and needs in its efforts to establish the basic skills.	f. General Unit

Section IV

Units Paralleled to Programs, Process and Activities

This section of the opinionnaire presents items which pertain to the selection of "units" which parallel subject content. In other words, the answer requires the matching of "topical units" with subject-matter areas.

Directions--Below, in Column I are listed topics of "units" to be taught through the use of either the programs or processes or activities which are listed in Column II. Match the topic in Column I by inserting in the blank space before it the appropriate program or process or activity in Column II which applies to it.

Column I

Column II

—	How the school environment provides for the needs of pupils.	a. Arithmetic
—	Pioneers move westward.	b. English
—	Living in our community.	c. Reading
—	Communication.	d. Science
—	How the atomic bomb is developed.	e. Health
—	Transportation.	f. Commercial

Column I

Column II

_____	Holidays in other lands.	g. Art
_____	How the piano was made.	h. Music
_____	Mastering the use of decimals.	i. Algebra
_____	The simple equation.	j. Fisson
_____	How to use the typewriter.	k. Citizenship
_____	Learning to write good letters.	l. History
		m. Optimum Climate
		n. Language Arts
		o. Northwest Passage

Section V

Daily Time Block in "Unit" Operation

Directions--Below, are statements which identify the time blocks used in "unit teaching!" Check each statement either true or false by inserting in its blank space a "T", if the statement is true; and "F", if the statement is false.

True or False

- () 1. Topical units are to be constructed without considering how long the unit should last.
- () 2. Topical units are usually organized to run six weeks.
- () 3. The level of understanding does not matter in setting the length of the unit.
- () 4. Topical units are more adaptable to science than social sciences.
- () 5. Topical units are usually constructed for and conducted in single daily teaching-learning situations.

- () 6. Topical units are inherently associated with continuing class periods.

Section VI

Pupil Achievement in "Unit Teaching"

This section of the opinionnaire pertains to the relative effectiveness of pupil-achievement in the Teaching-Learning situation using the "Unit Teaching" Methodology.

Directions--Below, are statements which pertain to pupil achievement in the "unit teaching" situation. Check each statement either true or false by inserting in its blank space a "T", if true; and an "F", if it is false.

True or False

- () 1. The older instructional practices were based on the idea that learning consisted primarily of the acquisition of knowledge and skills, and evaluation was limited to parent and pencil tests.
- () 2. The unit provides opportunities for the development of initiative, self direction, and responsibility.
- () 3. The unit provides opportunities for the acquisition of useful information and skills through its use in a meaningful situation.
- () 4. Newer instructional practices have emphasized the modification of behavior, continuous growth, simple learning, and insight.
- () 5. Unit teaching enables pupils to develop effective skills in reading, writing, and calculating.
- () 6. Pupils should not participate in self-evaluation.
- () 7. Evaluation is concerned with subject matter, attitudes, interests, work habits, physical development, and personal social adjustment.

Section VII

Objectives of "Unit Teaching"

The items which pertain to the objectives set for and/or achieved through "unit teaching" are set forth in Section VII, below.

Directions--Below, are statements which pertain to the objectives to be achieved in the "unit teaching" situation, check each statement either False or True by inserting in its blank space a "T" if it true; and an "F," if the statement is false.

True or False

- () 1. Unit teaching does not provide for individual differences to a greater extent than does the "project" procedure.
- () 2. The integration of activities and learning experiences are not inherent aims of unit teaching.
- () 3. Unit teaching provides for the fullest utilization of community resources.
- () 4. Unit teaching does not provide full opportunity for the development of skills in organizing thought and materials.
- () 5. The "problem," "project," and "unit" place emphasis upon the same psychological and methodological principles in the teaching-learning situation.
- () 6. The most important factor in the "unit teaching" procedure is the versatility of the teacher.

Section VIII

Philosophy of Unit Teaching

Section VIII of the opinionnaire presents the items below which call for the identification of the appropriate definitions of characterizations of the philosophies of "unit teaching."

Directions--Below, in Column I are listed definitions or characterizations of the philosophy of "unit teaching" which are parallel to the specific principles listed in Column II. Match the characterization in Column I by inserting in the blank space before it the alphabet for the appropriate philosophic principle in Column II which applies to it.

Matching

Column I

Column II

- | | |
|--|--|
| _____ Stressed the interest approach to learning as an individual and continuous process and emphasized problem-solving. | a. Function of the Public Schools |
| _____ Means that each child has the opportunity to grow to his full mental, emotional, physical and social status. | b. Application of the Democratic Principle |
| _____ Respect the self-confidence and integrity of the individual child. | c. Modern Teaching |
| _____ Is to build democratic citizens who have developed a loyalty to democratic principles, a sense of moral and ethical responsibility for their preservation and the habit of using democratic processes. | d. Dewey's Philosophy |

Section IX

Functions of Unit Teaching

Directions--Below, are the statements which identify or define the major functions of "unit teaching" in the teaching-learning situation. Check each statement either False or True by inserting in its blank space a "T," if the statement is true and an "F," if the statement is false.

True and False

- () 1. The school has a definite part to play in the socialization of the child.

- () 2. Individual differences in the classroom can be respected without making some children feel superior and others inferior.
- () 3. Education means the improving of the quality of living.
- () 4. Traditional trends in teaching are promised on the theory that each child is an individual.
- () 5. It is the value which democracy holds to be important that determines the direction of the change in human behavior which democratic schools hope to achieve.
- () 6. During the course of a unit of work children have limited experiences in democratic living.